



**Beverly Hills Unified School District**  
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

# HAWTHORNE SCHOOL



## 2010-11 Annual School Accountability Report Card

A Report of 2010-11 Activity Published in January 2012

### Hawthorne School

Grades K-8

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Superintendent

Alex Cherniss, Ed.D.  
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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 and school facilities documentation referred to in this report were acquired in October 2011 and November 2011 respectively.*

### PRINCIPAL'S MESSAGE

Dear Hawthorne Families and Friends,

We are excited to begin the new school year with continuing students and new members of the Hawthorne community. At Hawthorne, we are proud of our tradition of excellence and our dedicated to the success of every student. Each of our students is encouraged to be the best that they can be in a caring and supportive environment.

Hawthorne School is fortunate to have outstanding teachers and staff, working together with committed families to achieve common goals for our students and our school. We value the home-school partnership and are grateful for the support of our PTA in providing funding for special programs and events. All families are encouraged to participate in the PTA and become active participants in our school community.

Please be sure to review all of the important information on the Hawthorne School website. Sign up for the PTA newsletter so you can receive weekly newsletters and other important updates.

I know that we all look forward to the new school year with excitement and anticipation. Our shared responsibility and commitment to excellence is what makes Hawthorne School such a special place.

Sincerely,

*Kathy Schaeffer*

Principal

### DISTRICT 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. Approximately 5,000 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.

### DISTRICT MISSION

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

### SCHOOL PROFILE

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2010-11 school year, Hawthorne School served 638 students in

grades K-8. Student enrollment included 14.4% receiving special education services, 12.2% qualifying for English Language Learner support, and 3.4% enrolled in the free or reduced-price meal program. 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.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	2.5%	Kindergarten	57
American Indian or Alaskan Native		Grade 1	44
		Grade 2	73
Asian	8.9%	Grade 3	61
Filipino	0.3%	Grade 4	81
Hawaiian or Pacific Islander		Grade 5	58
	0.3%	Grade 6	87
Hispanic or Latino	4.7%	Grade 7	89
White (not Hispanic)	82.0%	Grade 8	88
Two or More Races	1.3%	Total	
		Enrollment	638

### 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 weekly online PTA newsletter is published on Wednesdays throughout the year and provides up-to-date information on Hawthorne's programs and events. Our school website is updated daily with 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. 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. BlackBoard is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Additionally, middle school students and their parents may view grades which are updated frequently at [jupitergrades.com](http://jupitergrades.com). Parents and students may set preferences for grading alerts to be received via email.

## 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. These 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

#### Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11

Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?

AYP Criteria	Hawthorne	BHUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	No
Percent Proficient		
Language Arts	Yes	Yes
Math	Yes	Yes
API	926	891
Graduation Rate	N/A	90.0

#### AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	13/13	0
Number of Criteria Possible		

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 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 58% 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 650 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting the 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. 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

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Hawthorne			BHUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	79	77	83	76	77	80	50	52	54
Math	80	80	83	64	65	66	46	48	50
Science	88	92	93	75	76	82	50	53	56
History	79	84	81	72	69	74	41	44	48

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.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11								
	Hawthorne							
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	92		86		79		83	
Math	92		98		71		82	
Science							93	
History							80	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subaroun or subiect area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Hawthorne					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	79	88	60	77	63	
Math	82	85	73	68	55	
Science	90	95			76	
History	81	81			46	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

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 STAR tables in this report 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 at least five of the six fitness areas are considered to be physically fit or 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/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	26.8%	25.0%	25.0%
Seventh	17.4%	36.0%	29.1%
Ninth	N/A	N/A	N/A

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered

to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report 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 I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Hawthorne School received Schoolwide Title I funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor

school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools 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 PI Status 2011-12		
	Hawthorne	BHUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation		
Year in PI		
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

## 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.

### MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2010-11 school year, district representatives and professional consultants began the planning stage for the

Academic Performance Index Three-Year Performance Comparison									
	Hawthorne								
	Base API Rank:								
	2008		2009		2010		2011		
Statewide Rank	10		9		9		9		
Similar Schools Rank	9		8		8		8		
	Hawthorne		Hawthorne		BHUSD		State		
	Increase/Decrease in API		# of Students		# of Students		# of Students		
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11	2010-11	
All Students	4	4	17	518	926	3,534	891	4,673,818	778
Ethnic Subgroups									
African American				12	923	155	806	316,465	696
American Indian or Alaskan Native						6		33,754	733
Asian				47	976	483	940	397,972	898
Filipino				2		35	895	123,159	859
Hispanic or Latino				21	900	169	851	2,399,767	729
Hawaiian or Pacific Islander				1		11	891	26,759	763
White (not Hispanic)	2	2	19	431	922	2,657	890	1,258,619	845
Two or More Races				4		14	939	76,761	836
Other Subgroups									
Economically Disadvantaged				22	848	210	807	2,722,527	726
English Learners				60	867	342	804	1,517,160	706
Students with Disabilities	6	-36	45	100	793	554	723	521,082	595

following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities at the high school campus.

Campus Description		Qty.
Year Built	1914	
Acreage	6.04 ac	
Square Footage	59,187 sq. ft.	
# 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

### 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. Playground aides monitor K-8 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and Beverly Hills City safety personnel ensure students depart in a safe and orderly manner. The principal, custodian, school office, and school nurse 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 and receive a visitor's badge at the school office upon arrival.

### FACILITIES INSPECTION

Hawthorne School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Hawthorne School took place on November 7, 2011. 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 areas.

### 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 March 2011.

### 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 well-maintained 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 weeks.

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 2010-11 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 groundskeeping team visits Hawthorne School on a rotational basis.

### DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Inspection Date:</b> <b>November 7, 2011</b>				
Gas Leaks	✓			Rm 230A Staff Lounge - Gas lines need cups on valves, they're exposed
Mechanical Systems				Rm 151 - Room too cold
Windows/Doors/Gates (interior and exterior)	✓			Rm 218 - Front door hinges loose; Rm 216 - Back door needs hinges tightened; Rm 204 - Core needs to get changed on lock; Rm 140 - Lock not working properly; Rm 141 - Door handle is hanging
Interior Surfaces (walls, floors, and ceilings)		✓		Rms 115, 116 & 217 - Broken ceiling tiles; Rms 118, 119, 134, 135, 143, 223 & 213 - Stained ceiling tiles; Rms 12 & 14 Multipurpose - Ceiling tiles missing; Rm 11H Boys Locker Room - Broken tiles; Rm 138 - Wet ceiling tiles; Rm 137 - Paint peeling on the wall; Rm 136 - Screen not staying down; Rm 153 - Broken ceiling tile on the back, stained ceiling tile; Rm 253 - Cabinet magnet is loose; Cafeteria/Eating Area - Broken ceiling tiles
Hazardous Materials (interior and exterior)	✓			Rm 133 - Hole on the floor by back door
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Rm 115 - Light fixture over teacher's desk sometimes work, sometimes not; Rm 122 - Missing parts on light fixtures; Rms 131, 132, 145, 252 & 203 - Light fixture needs ballast; Rm 206 - Electric outlets some not working on two tables, science room; Rm 14 Multipurpose - Lights out; Rm 253 - TV not working; Boys RR by South Playground - Electric gang box plate missing; Auditorium - 12 light fixtures are dark
Pest/Vermin Infestation	✓			Rm 133 - There's sign of rodents getting in from the hole on the floor
Drinking Fountains (inside and outside)	✓			Rm 121 - Drinking fountains not enough pressure; Rm 223 - Drinking fountain not working; Rm 202 & 206 - Sink is slow on draining; Rm 142 - Not working properly; Rm 152 - Sink's dirty; Rm 153 - Faucet of the sink needs to be changed, sometimes work and sometimes not; Rm 253 - Drinking fountain not working
Restrooms	✓			Rm 11H Boys Locker Room - Restroom not functional, sewer problem; Rm 150 - Toilets and sinks are dirty; Rm 159 - Toilets and urinal filthy
Sewer	✓			Rm 11H Boys Locker Room - Restroom not functional, sewer problem; Rm 101 Girls Locker Room - Restroom not in service, sewer problem; Kitchen - Garbage disposal not working
Playground/School	✓			
Roofs	✓			
Overall Cleanliness	✓			Rm 123 - Dirty blinds; Rm 136 - Bad smell sometimes; Rm 150 - Toilets and sinks are dirty; Rm 159 - Toilets and urinal filthy; Rm 253 - Trashcan liner not changed too often, carpet not vacuumed; Girls RR by South Playground - Filthy toilets
<b>Overall Summary of School Facility Good Repair Status</b>				
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Summary		✓		

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Hawthorne School received \$77,099.70 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 school.

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

Suspensions and Expulsions			
	Hawthorne		
	08-09	09-10	10-11
Suspensions (#)	68	54	30
Suspensions (%)	9.90%	7.98%	4.70%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
BHUSD			
	All Elementary Schools		
	08-09	09-10	10-11
Suspensions (#)	234	166	137
Suspensions (%)	8.49%	6.15%	5.31%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

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

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.

Responsible 4th and 5th grade students may participate in the school's conflict manager 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. Conflict managers 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. Gymnastics, musical theater, cooking, and chess classes are offered after school. The school library is open to students after school three days a week until 5:00 p.m., and one day per week until 6:00 p.m. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship. The districtwide intramural sports program enables students in sixth, seventh, and eighth grade to compete with students from other schools in the district in a variety of athletic events.

### INSTRUCTIONAL TIME

During the 2010-11 school year, Hawthorne School offered 180 days of instruction comprised of regular, modified, and late start days as illustrated in the following table. Late start days provide time for parent conferences and teacher collaboration on instructional strategies.

All instructional minutes offered at Hawthorne School during the 2010-11 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 2010-11		
Grade Level	Actual Minutes Offered	State Requirement
K	38,280	35,000
1-3	50,065	49,000
4-6	53,595	52,500
4-8	65,784	52,500

### 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.

Class Size Distribution Self-Contained Classrooms				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	19.0	3		
1	19.3	3		
2	20.0	2	1	
3	21.3	1	2	
4	27.7		3	
5	27.3		3	
2009-10				
K	18.0	2		
1	17.5	4		
2	18.0	3		
3	18.0	4		
4	19.7	3		
5	25.3	3		
2010-11				
K	19.0	3		
1	22.0	2		
2	18.3	4		
3	20.3	3		
4	27.0		4	
5	29.0		3	

*Combo classes are any combination of K-3, 3-4, and 4-5 grades.*

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	24.3	3	14	0
Math	27.2	2	7	1
Science	28.6	0	9	1
History	26.6	3	7	0
2009-10				
English	23	7	6	0
Math	23.8	3	7	0
Science	24.7	9	1	0
History	24.8	8	2	0
2010-11				
English	20.7	4	6	0
Math	18.8	5	5	0
Science	27.6	1	6	0
History	24.8	4	4	0

## 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**

2008-09	2009-10	2010-11
3	3	3

During the 2010-11 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions. District-sponsored workshops offered during the 2010-11 school year included:

- Overall Data Trends and Goal Setting
- Intervention/Support Strategies
- Data Director Training
- Department Collaboration for Performing Arts and Visual/Technical Arts
- Data Analysis in Site Grade Level Teams
- Data Analysis in Departments
- Literacy: Next Steps
- GLAD Training
- Grade Level Meeting and Math Benchmarks

Hawthorne School offers supplemental site-based staff training on late start days. During the 2010-11 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan:

- Utilizing differentiated instructional +6 strategies in support of increasing proficiency
- Monitoring student levels of mastery on assessment data and developing intervention support systems for students at-risk
- Character Education/Bullying Education

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs.

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 and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hill Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. 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.

The principal encourages 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 County Office of Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

**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 25, 2011, 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 #2011-2012-05 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home 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 2010-11 and 2011-12

school years, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment 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.

On late state days, staff collaboration activities are facilitated through grade level and department teams; topics of discussion are driven by direct communication of teaching staff, teacher surveys, needs assessment surveys, and curricular programs. During the 2010-11 school year, the instructional leadership team's efforts focused on analyzing 2009-10 assessment data and developing strategic site based goals to meet the needs of the students. The three areas of focus were Instruction, Achievement and Character Education and ultimately involved collaborative development with the entire staff of Hawthorne School.

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.

**District Adopted Textbooks (Grades K-8)**

Year Adopted	Publisher	Series	Grades
<b>Math</b>			
2009	Scott Foresman - Addison Wesley	<i>enVision Math © 2009</i>	K-5
2009	Glencoe McGraw Hill	<i>CA Mathematics: Concepts, Skills, and Problem Solving © 2008</i>	6-7
2009	McDougal Littell	<i>Mathematics; Structure &amp; Method (Course 1 Course 2, and Algebra)</i>	6-8
2009	Pearson	<i>Pearson Hall Mathematics CA Editionn (Algebra I)</i>	6-8
<b>Language Arts</b>			
2002	Houghton Mifflin	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless</i>	6-8
<b>Science</b>			
2008	Houghton Mifflin	<i>Houghton Mifflin California System</i>	K-5
2008	Prentice Hall	<i>Focus on Earth Science</i>	6
2008	Prentice Hall	<i>Focus on Life Science</i>	7
2008	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
<b>Social Science</b>			
2007	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2007	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2007	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2007	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Study Team (SST). The SST is responsible for addressing barriers that impact 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 instruction and small group instruction within the general education classroom.
- Instruction by special education staff in the general education class.
- Small group instruction in a separate setting with a special education teacher.

Additional special education services include Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling for students who meet eligibility requirements.

Hawthorne School's special education program is supported by highly qualified, caring staff. Four special education teachers and a team of instructional assistants provide instruction appropriate to the needs of each student in a variety of settings. Special education students are integrated 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 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 and 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 (Levels 1 and 2 within the context of the grade level curriculum). 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 classroom teachers; high achieving and GATE students in grades 6-8 may be placed in honors or advanced classes.

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 a student's parent based upon classroom performance or

state/district assessment results. Intervention strategies may include:

- Title I Intervention provided by certificated teachers.
- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are placed in Reading Plus in lieu of an elective. Students are tested at the end of each semester 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 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.
- Math Support: students in seventh and eighth grade scoring at the Basic level or below on state math assessments are placed in Math Support in lieu of an elective. Students are tested at the end of each semester and must score at the proficient or advanced level to exit the elective course.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the school employed 38 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.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More

information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### 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.

### 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) 2010-11

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.8
School Nurse	1	0.2
Health Technician	1	0.8

FTE = Full-Time Equivalent

#### Teacher Credentials and Assignments

	Hawthorne				BHUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	42	43	38		276	290	269	
Teachers with Full Credential	42	43	38		271	287	269	
Teachers without Full Credential	0	0	0		5	3	0	
Teachers Teaching Outside Subject Area	0	0	0		0	9	9	
Teacher Misassignments for English Learners	0	2	2	0	14	13	13	3
Total Teacher Misassignments	0	2	2	0	14	13	13	4
Teacher Vacancies	0	1	1	1	0	1	1	2

#### NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2010-11	
Hawthorne	100.0%	0%
District Totals		
All Schools	99.3%	0.7%
High-Poverty Schools		
Low-Poverty Schools	99.3%	0.7%

#### Teacher Education Levels 2010-11

	Hawthorne	BHUSD
	Doctorate	0.0%
Master's Degree Plus 30 or More Semester Hours	36.8%	42.3%
Master's Degree	21.1%	18.2%
Bachelor's Degree Plus 30 or More Semester Hours	23.7%	24.5%
Bachelor's Degree	18.4%	12.6%
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.

School psychologists and counselors are available to assist with academic, social, and emotional issues as needed. The school psychologist provides psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct mandatory health screening programs; health technicians provide basic first aid.

## 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 2009-10 school year, Beverly Hills Unified School District spent an average of \$11,122 of total general funds to educate each student (based on 2009-10 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,631	\$39,074
Mid-Range Teacher Salary	\$72,110	\$60,172
Highest Teacher Salary	\$85,530	\$78,468
Average Principal Salary		
Elementary School	\$124,577	\$95,926
High School	\$135,750	\$107,041
Superintendent Salary	\$231,668	\$148,555
Percentage of General Funds Expenditures For:		
Percent of Budget for Teacher Salaries	43.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

### Current Expense of Education Per Pupil

2009-10

#### Dollars Spent Per Student

Expenditures Per Pupil	Hawthorne	BHUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	6,593	5,675	116.2%	N/A	N/A
Restricted (Supplemental)	139	3,251	4.3%	N/A	N/A
Unrestricted (Basic)	6,454	2,423	266.3%	5,455	118.3%
Average Teacher Salary	72,086	71,891	100.3%	63,062	114.3%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Class Size Reduction, Grades K-3 (Optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III, & IV
- Vocational Programs

## 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](http://www.bhpl.org)  
 Number of Computers Available: 22  
 Printers Available: Yes