



Beverly Hills Unified School District
 CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

HAWTHORNE SCHOOL



2013-14 Annual School Accountability Report Card

A Report of 2013-14 Activity Published in January 2015

Hawthorne School

Grades K-8

Kathy Schaeffer, Principal
 624 North Rexford Drive
 Beverly Hills, CA 90210
 (310) 229-3675

Board of Education

Brian David Goldberg, Ph.D.
 Howard Goldstein
 Lewis Hall
 Lisa Korbatov
 Noah Margo
 Joshua Schenk

District Administration

Gary Woods, Ed.D.
 Superintendent

La Tanya Kirk-Carter
 Chief Administrative Officer

Jennifer Tedford, Ed.D.
 Chief Academic Officer

Contents

- Principal's Message
- District & School Profile
- Local Control Accountability Plan (LCAP)
- Parent Involvement
- Student Achievement
- School Facilities & Safety
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- SARC Data & Access
- District Expenditures

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 January 2015 and school facilities documentation referred to in this report was acquired in December 2014.

PRINCIPAL'S MESSAGE

Dear Hawthorne Families and Friends,

We are excited to begin the new school year with continuing students and new members celebrating the Hawthorne Centennial the Hawthorne community. At Hawthorne, we are proud of our tradition of excellence and our dedication 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. In 2014, Hawthorne School received the California Distinguished School Award.

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 4,500 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 2013-14 school year, Hawthorne School served 602 students in grades K-8. Student enrollment included 9.5% receiving special education services, 3.7% qualifying for English Language Learner support, and 4.2% 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 2013-14			
Ethnic Group	%	Grade Level	#
African American	1.3%	Kindergarten	72
American Indian or Alaskan Native	0.2%	Grade 1	61
Asian	9.6%	Grade 2	58
Filipino	0.2%	Grade 3	60
Hawaiian or Pacific Islander		Grade 4	63
Hispanic or Latino	5.5%	Grade 5	71
White (not Hispanic)	81.7%	Grade 6	66
Two or More Races	1.5%	Grade 7	89
		Grade 8	62
		Total Enrollment	602

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.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

PARENT INVOLVEMENT

Parents are encouraged to become 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 other areas of the school, Back to School Night, Open House, student performances, family nights, fund-raisers, Reflections contest, Spirit Day, grade level socials, the magazine drive, Spell for Success, service learning, multicultural activities, 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 frequently 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. 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 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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Hawthorne	BHUSD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Hawthorne			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	83	85	85	80	80	79	54	56	55
Math	83	86	87	66	66	68	49	50	50
History	81	84	80	74	77	74	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. 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/.

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 STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Hawthorne School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

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>.

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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Hawthorne			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	88	92	89	82	82	83	60	59	61

California Assessment of Student Performance and Progress Results by Student Group in Science

2013-14

Percentage of Students Scoring at Proficient and Advanced Levels

BHUSD	83
Hawthorne	89
Male	88
Female	91
African American	
American Indian or Alaskan Native	
Asian	87
Filipino	
Hispanic or Latino	
Hawaiian or Pacific Islander	
White (not Hispanic)	89
Two or More Races	
Economically Disadvantaged	
English Learners	
Students with Disabilities	73
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index
Three-Year Performance Comparison**

	Hawthorne Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	10	10	10
Similar Schools Rank	9	9	8
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	17	9	-1
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Hawaiian or Pacific Islander			
White (not Hispanic)	19	11	
Two or More Races			
Other Subgroups			
Economically Disadvantaged			
English Learners			
Students with Disabilities	45		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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/pfl/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2013-14**

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	25.0%	39.7%	19.1%
Seventh	27.0%	32.6%	20.2%

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

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 2013-14, 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.

Title I PI Status 2014-15		
	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
# Schools Currently In PI		1
% Schools Currently In PI		17%

Note: Cells with N/A values do not require data.
*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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/>.

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 1928; since that time, new structures have been added and outdated buildings replaced. In the last 12 months, the following repair and/or improvement projects have been completed:

Campus Description	Quantity
Year Built	1928
Acreage	6.04
Bldg. Square Footage	59187
# 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

2013-14 Campus Improvements

- Installation of an edible garden
- Installation of a new mural

2014-15 Planned Campus Improvements

- Installation of a new wireless network
- Installation of interactive projectors
- Installation of a new electrical system

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 2013-14 school year, district representatives and professional consultants continued meeting and planning for modernization projects and remodeling to begin in 2014.

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. Regular meetings and trainings are held with playground aides to review safety procedures and protocols.

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 December 12, 2014. 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.

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
December 12, 2014				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural		✓		Area 217 - Ceiling tiles damaged due to water; Area 131 - Ceiling tile missing due to water damage; Area 133 - Ceiling tile stained due to leaking roof/Wall needs painting; Area 135 - Ceiling tiles stained/Light cover stained; Area 136 - Ceiling tile stained/Window sill and blinds are dusty; Area 134 - Ceiling tile stained due to water damage; K252 - Ceiling tile stained
External		✓		
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Percentage Description Rating:

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.

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 August 2014.

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. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities. Quarterly site inspections are completed with maintenance and custodial staff to identify potential safety hazards.

The groundskeeper is responsible for all general landscaping and irrigation projects and repairs at Hawthorne School.

DEFERRED MAINTENANCE

During the 2013-14 school year, the Beverly Hills Unified School District did not receive any deferred maintenance funds from the State School Deferred Maintenance Program. This Program 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.

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. Additionally, the John Wooden Pyramid of Success is used as a teaching tool in many of the classrooms.

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.

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.

Suspensions and Expulsions

	Hawthorne			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	26	14	8	185	157	84	366629	329370	279383
Expulsions (#)	0	0	0	2	3	1	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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. There are also numerous clubs/programs students can

participate in such as a dance program for 5th grade, Science Olympiad, a math competition, and a Wednesday morning speaker series for middle school students.

Hawthorne School utilizes an iPad program to incorporate technology into the learning environment. The school library is open to students after school three days a week until 4:30 p.m., and on Tuesdays until 6:15 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.

Class Size Distribution Self-Contained Classrooms			
2011-12			
Grade	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	19.7	3	
1	19.7	3	
2	17.0	3	
3	18.3	4	
4	20.0	3	
5	28.3		3
2012-13			
K	18.0	4	
1	18.0	3	
2	20.0	3	
3	19.0	3	
4	25.0		3
5	22.0	1	2
2013-14			
K	18.0	4	
1	15.0	4	
2	19.0	3	
3	20.0	3	
4	21.0		3
5	24.0		3

**Number of classes indicates how many classes fall into each size category (a range of total students per classroom).*

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	22.5	5	5	0
Math	22.7	3	6	0
Science	24.9	2	5	0
History	29	0	6	0
2012-13				
English	18	6	2	0
Math	21	6	1	0
Science	24	3	3	0
History	23	4	3	0
2013-14				
English	19	5	4	0
Math	22	5	2	0
Science	22	4	3	0
History	22	4	3	0

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the Common Core State Standards. 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		
2011-12	2012-13	2013-14
3	3	3

During the 2013-14 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. District-sponsored workshops offered during the 2013-14 school year included:

- Benchmark Assessments
- Common Core and Curriculum Assessments
- Department Collaboration
- Envision Math Training
- JupiterGrades Analytics Training
- Pearson Digital Resources
- SBAC Training
- STEM Roundtable
- Strategies for Differentiation and Student Engagement Strategies

Hawthorne School offers professional development on late start days. During the 2013-14 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan:

- Team Goals
- Grading Practices
- Positive Behavior Support
- Common Core State Standards
- iPads and other Technology

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 Hills 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 Common Core State Standards. 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 September 23, 2014, 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 #2014-2015-004 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 2014-15 school year, 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 Common Core State Standards.

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 start 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 2013-14 school year, the

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2002	Yes	Houghton Mifflin - A legacy of Literacy	0%	K	
2002	Yes	Houghton Mifflin - Student Anthologies	0%	1-5	
2002	Yes	Prentice Hall - Timeless Voices, Timeless Themes	0%	6-8	
Math					
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%	K-5	
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015	0%	6-8	
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015	0%	7	
2013-2014	Yes	Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015	0%	8	
Science					
2008	Yes	Houghton Mifflin - Harcourt Science	0%	K-5	
2008	Yes	Prentice Hall - Focus on Earth Science	0%	6	
2008	Yes	Prentice Hall - Focus on Life Science	0%	7	
2008	Yes	Prentice Hall - Focus on Physical Science	0%	8	
Social Science					
2007	Yes	Scott Foresman - Scott Foresman History - Social Science for California	0%	K-5	
2007	Yes	Holt, Rinehart & Winston - World History, Ancient Civilizations	0%	6	
2007	Yes	Holt, Rinehart & Winston - World History, Medieval to Early Modern Times	0%	7	
2007	Yes	Holt, Rinehart & Winston - U.S. History, Independence to 1914	0%	8	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.

instructional leadership team's efforts focused on school goals and action plans, staff development needs, common core, iPads and other technology, and other technology.

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 Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced, standards-aligned core program with emphasis on critical thinking, problem solving, and evidence based decision making. 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 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 who have been recognized as high achievers by their teachers and through district testing. The goal of the GATE program is to provide original, interdisciplinary curricula that challenges and inspires gifted students. The curriculum is differentiated to provide a variety of instructional strategies structured so that individual student experiences/activities can vary in acceleration, depth, complexity or degree of novelty.

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.
- Study Skills: students in middle school scoring at the Basic level or below on state reading assessments are placed in Study Skills 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 42 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.

	Hawthorne			BHUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	42	42	46	282	282	296
Teachers with Full Credential	42	42	46	282	282	295
Teachers without Full Credential	0	0	0	0	0	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	1	1	0	3	4	7
Total Teacher Misassignments*	1	1	0	7	9	9
Teacher Vacancies	0	0	1	2	2	1

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

The adjacent table 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

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2013-14	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Hawthorne	100.0%	
District Totals		
All Schools	100.0%	
High-Poverty Schools	-	-
Low-Poverty Schools	100.0%	

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

- 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.

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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2013-14

	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	0.8
School Nurse	1	0.2
Health Technician	1	1.0
Counselor	1	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

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 2012-13 school year, Beverly Hills Unified School District spent an average of \$12,166 of total general funds to educate each student (based on 2012-13 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

2012-13

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,631	38,920
Mid-Range Teacher Salary	72,110	59,803
Highest Teacher Salary	85,530	78,096
Average Principal Salaries:		
Elementary School	124,577	95,836
High School	135,750	107,599
Superintendent Salary	231,668	151,912
Percentage of Budget For:		
Teacher Salaries	40	37
Administrative Salaries	5	6

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

Current Expense of Education Per Pupil

2012-13

Expenditures Per Pupil	Dollars Spent Per Student				
	Hawthorne	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,983	N/A	N/A	N/A	N/A
Restricted (Supplemental)	197	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,786	6,802	99.8%	4,690	144.7%
Average Teacher Salary	62,851	68,436	96.5%	63,037	99.7%

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Adult Education
- Class Size Reduction, Grades K-3 (Optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education
- 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

Number of Computers Available: 22

Printers Available: Yes