



Beverly Hills Unified School District
CREATING A WORLD CLASS EDUCATION
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HAWTHORNE SCHOOL



2015-16 Annual School Accountability Report Card

A Report of 2015-16 Activity Published in January 2017

Hawthorne School

Grades TK-8
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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 data and the school facilities documentation referred to in this report were acquired in November 2016.

PRINCIPAL'S MESSAGE

Dear Hawthorne Families,

On behalf of the Hawthorne faculty and staff, it is my honor to welcome you to the 2016-2017 school-year.

Hawthorne is a special place. Being honored as a 2014 California Distinguished School and recognized in 2015 as one of seven California Schools to Watch, Hawthorne has consistently proven to be one of the best public schools in America. This year, we will work diligently to continue a legacy of providing a nurturing and safe environment for students, fostering life-long learners, focusing on academic and social growth, and building strong relationships among students, staff, families, and community.

Our teachers are dedicated, highly skilled, and work collaboratively to ensure that we meet the needs of every student. All of our support staff care deeply for the emotional, social, and physical health of our students. Together, we make a notable team of individuals who work everyday for the betterment of your children. In addition to our amazing staff, much of Hawthorne's success is attributed to our active and generous parents. Our PTA continues to provide and support key academic programs and enhance technology to continue providing a positive educational experience for our students.

I look forward to a successful year ahead filled with growth and learning for all.

Go Vikings!

Michelle H. Dar, 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 4,200 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 2015-16 school year, Hawthorne School served 650 students in grades TK-8. Student enrollment included 8.3% receiving special education services, 4.3% qualifying for English Language Learner support, and 8.2% 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.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	2.0%	Kindergarten	66
American Indian or Alaskan Native	0.2%	Grade 1	59
Asian	11.4%	Grade 2	60
Filipino	0.3%	Grade 3	77
Hawaiian or Pacific Islander	0.3%	Grade 4	68
Hispanic or Latino	0.2%	Grade 5	75
White (not Hispanic)	0.2%	Grade 6	82
Two or More Races	8.6%	Grade 7	86
Socioeconomically Disadvantaged	73.5%	Grade 8	77
English Learners	3.8%		
Students with Disabilities	8.2%		
Migrant Education		Total	
Foster Youth		Enrollment	650

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.

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

Pupil Achievement – State Priority 4: Covered in the CAASPP charts.

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

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

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, fundraisers, 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 administrator at (310) 229-3675.

School-to-home communication takes place in a variety of formats. The online PTA newsletter is published weekly 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 school bulletins via e-mail. BlackBoard Connect 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 Jupiter Grades.com. Parents and students may set preferences for grading alerts to be received via email.

STUDENT ACHIEVEMENT

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/>.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	25.3%	22.7%	25.3%
Seventh	18.5%	27.2%	35.8%

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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the States Standards

	Hawthorne			BHUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	88	86	89	82	83	84	61	56	54

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

CAASPP Test Results in Science by Student Group (Grades 5, 8 & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	154	144	93.5%	88.9%
Male	82	76	92.7%	84.2%
Female	72	68	94.4%	94.1%
Asian	18	16	88.9%	87.5%
Hispanic or Latino	16	15	93.8%	80.0%
White (not Hispanic)	112	105	93.8%	89.5%
Socioeconomically Disadvantaged	14	13	92.9%	84.6%
Students with Disabilities	13	11	84.6%	45.5%

Note: Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the science assessment divided by the total number of students who participated in the science assessment. 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	Hawthorne		BHUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	73	78	70	77	44	48
Mathematics	62	68	59	64	33	36

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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	81	75	92.6%	73.3%	81	76	93.8%	76.3%
Male	52	46	88.5%	65.2%	52	47	90.4%	76.6%
Female	29	29	100.0%	86.2%	29	29	100.0%	75.9%
White (not Hispanic)	58	57	98.3%	82.5%	58	57	98.3%	82.5%
Grade 4					Grade 4			
All Students Tested	69	68	98.6%	85.3%	69	68	98.6%	73.5%
Male	39	39	100.0%	79.5%	39	39	100.0%	71.8%
Female	30	29	96.4%	93.1%	30	29	96.4%	75.9%
White (not Hispanic)	56	56	100.0%	82.1%	56	56	100.0%	71.4%
Grade 5					Grade 5			
All Students Tested	77	74	96.1%	78.4%	77	75	97.4%	62.7%
Male	40	38	95.0%	68.4%	40	39	97.5%	64.1%
Female	37	36	97.3%	88.9%	37	36	97.3%	61.1%
White (not Hispanic)	56	55	98.2%	78.2%	56	55	98.2%	61.8%
Grade 6					Grade 6			
All Students Tested	82	71	86.6%	67.6%	82	71	86.6%	52.1%
Male	45	43	95.6%	51.2%	45	43	95.6%	46.5%
Female	37	28	75.7%	92.9%	37	28	75.7%	60.7%
Asian	11	9	81.8%	88.9%	11	9	81.8%	77.8%
White (not Hispanic)	60	52	86.7%	61.5%	60	52	86.7%	44.2%
Grade 7					Grade 7			
All Students Tested	87	86	98.9%	80.2%	87	86	98.9%	68.6%
Male	53	53	100.0%	75.5%	53	53	100.0%	73.6%
Female	34	33	97.1%	87.9%	34	33	97.1%	60.6%
White (not Hispanic)	72	71	98.6%	80.3%	72	71	98.6%	67.6%
Grade 8					Grade 8			
All Students Tested	77	69	89.6%	85.1%	77	67	87.0%	75.0%
Male	42	38	90.5%	73.0%	42	37	88.1%	71.4%
Female	35	31	88.6%	100.0%	35	30	85.7%	79.3%
White (not Hispanic)	56	50	89.3%	85.4%	56	48	85.7%	73.9%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Hawthorne School did not participate in any type of Title I funding and is therefore not subject to comply with Title I program requirements.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	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		N/A
% Schools Currently In PI		N/A

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

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:

2015-16 Campus Improvements:

- Upgrades to auditorium (Projected completion to Fall 2018)

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. The "Measure E Construction Activities" chart contained within this report provides current information as to the status of Measure E projects.

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 Pyramid of Success, character development program created and successfully utilized by famed UCLA basketball coach John Wooden. Each month students focus on the blocks that make up the pyramid such as Hard Work & Enthusiasm, Friendship & Loyalty, Cooperation, Self-Control & Determination, Alertness & Action, Fitness & Skill, Team Spirit, Poise & Confidence, and Personal Best. Each month the corresponding trait is emphasized in themed activities and class discussions. All school staff encourage students to practice the Pyramid of Success while at school and at home. This program will further be supported by a partnership with the Maple Counseling Center which works with Horace Mann students in various grade levels.

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 which teaches 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 Pyramid of Success. 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	8	16	9	84	90	96	279,383	243,603	230,389
Expulsions (#)	0	0	0	1	2	0	6,611	5,692	6,227

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. Musical theater, computer coding, Adventure Camp, 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 has a 1:1 iPad to student ratio. 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

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				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	18.0	4		
1	15.0	4		
2	19.0	3		
3	20.0	3		
4	21.0		3	
5	24.0		3	
2014-15				
K	20.0	4		
1	20.0	3		
2	20.0	4		
3	20.0	3		
4	23.0		3	
5	25.0		3	
2015-16				
K	18.0	3		
1	18.0	3		
2	19.0	3		
3	19.0	4		
4	22.0	1	2	
5	24.0		4	

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

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	19	5	4	0
Math	22	5	2	0
Science	22	4	3	0
History	22	4	3	0
2014-15				
English	20	3	5	0
Math	23	2	5	0
Science	24	3	5	0
History	27	1	5	0
2015-16				
English	19	6	7	0
Math	20	7	5	0
Science	26	3	12	0
History	25	2	8	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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2015-16 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 2015-16 school year included:

- Research-Based Strategies for Achievement
- Safety and Connectedness

Hawthorne School offers professional development on late start days. During the 2015-16 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan consisting of:

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

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
3	3	3

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 currently being aligned to the California 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 adoption cycle for core content materials and 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 27, 2016, 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 #2016-2017-006 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 2016-17 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California 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 2015-16 school year, the instructional leadership team's efforts focused on school goals and action plans, staff development needs, common core, and iPad training.

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				
2016	Yes	Benchmark Education - Benchmark Advance	0%	K-5
2016	Yes	McGraw-Hill Education - Study Sync	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 "Instant	0%	K
2008	Yes	Houghton Mifflin - Harcourt Science "Unit Big	0%	1
2008	Yes	Houghton Mifflin - Harcourt Science "Hardcover"	0%	2-5
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 - History - Social Science for California "Learn and Work"	0%	K
2007	Yes	Scott Foresman - History - Social Science for California "Time and Place"	0%	1
2007	Yes	Scott Foresman - History - Social Science for California "Then & Now"	0%	2
2007	Yes	Scott Foresman - History - Social Science for California "Our Communities"	0%	3
2007	Yes	Scott Foresman - History - Social Science for California "Our California"	0%	4
2007	Yes	Scott Foresman - History - Social Science for California "Our Nation"	0%	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

Textbook information was obtained from district office personnel in November 2016.

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 are currently being 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:

- Reading & Math Support: 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. Staffed by two intervention teachers (1 math & 1 reading) for middle school math and elementary reading.
- 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.
- After-School Tutoring: Students in grades K-8 are able to receive after-school tutoring in the library.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2015-16 school year, the school employed 48 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.

Teacher Credentials and Assignments						
	Hawthorne			BHUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	46	48	45	296	309	290
Teachers with Full Credential	46	48	45	295	309	290
Teachers without Full Credential	0	0	0	1	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	7	1	1
Total Teacher Misassignments*	0	0	1	9	3	3
Teacher Vacancies	0	0	1	1	0	4

*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 following 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/>.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Hawthorne	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	-	-
Low-Poverty Schools	99.0%	1.0%

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.

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, 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) 2015-16		
	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
Library Technician	1	1.0
Information Technology Specialist	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 2014-15 school year, Beverly Hills Unified School District spent an average of \$14,333 of total general funds to educate each student (based on 2014-15 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 2014-15		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,450	42,063
Mid-Range Teacher Salary	78,300	64,823
Highest Teacher Salary	94,670	84,821
Average Principal Salaries:		
Elementary School	118,131	101,849
High School	128,100	115,589
Superintendent Salary	249,000	169,152
Percentage of Budget For:		
Teacher Salaries	38	35
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 2014-15

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	6,725	N/A	N/A	N/A	N/A
Restricted (Supplemental)	26	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,698	7,447	90.0%	5,677	118.0%
Average Teacher Salary	71,235	81,020	93.7%	67,348	105.8%

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 2014-15 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title II, III
- 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 CAASPP, 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