



**Beverly Hills Unified School District**  
CREATING A WORLD CLASS EDUCATION  
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY Vista • HAWTHORNE • EL PASO

# HAWTHORNE SCHOOL



## 2018-19 Annual School Accountability Report Card

A Report of 2018-19 Activity Published in January 2020

### Hawthorne School

Grades TK-8  
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### Contents

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

*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 was acquired in October 2019 and the school facilities documentation referred to in this report was acquired in January 2020.*

### PRINCIPAL'S MESSAGE

On behalf of the entire faculty and staff, it is my pleasure to present to you this year's School Accountability Report Card for our school. Whether you are new to our school or are returning, we are excited to have you and your child or children as part of our school family. Mr. Painter and I are excited to blend two wonderful communities as we create one new elementary school. We have spent our summer moving boxes, decorating hallways and planning a school year of programs geared toward merging cultures and creating new traditions. We appreciate the decades-long history of Beverly Hills Unified. We are looking forward to embracing this new chapter.

Our faculty and support staff are excited and looking forward to a great year filled with rich learning experiences for your children. Our focus is on providing every child with academic experiences that will result in a rewarding school year. Hawthorne's outstanding teachers create the foundation for your children's academic success. I am immensely proud of the Hawthorne School teaching staff. They work tirelessly year-round to ensure the success of all students. The teachers set clear expectations and goals at high levels. We do this because we know that every member of our school community will work together to ensure that each individual achieves at the highest level.

At Hawthorne, we believe that the school staff and our families form a vital team, working together to assist our children in their academic, social and emotional growth. We all benefit most when parents and community members are involved. There are several ways as parents you can stay up to date with the many activities at Hawthorne. Please follow the PTA link on the Hawthorne website, join Friends of Hawthorne and sign up for the weekly newsletter.

Looking forward to a wonderful year ahead.

Go Vikings!

Sarah K. Kaber  
Principal

### DISTRICT DESCRIPTION

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 4,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

### DISTRICT MISSION AND VISION

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

### SCHOOL DESCRIPTION

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2018-19 school year, Hawthorne School served 556 students in grades TK-8. Student enrollment included 14.4% receiving special education services, 11.3% qualifying for English Language Learner support, and 17.4% enrolled in the free or reduced-price meal program. The curricular program for K-5 students is provided in a self-contained classroom enriched with art, music, physical education, and technology instruction. Middle school students (grades 6-8) are in a "school within a school" setting, receiving instruction in a homeroom and rotating between classes for individual subject area lessons. A special education preschool program is held on campus for the entire district as well as three city preschools. Hawthorne School became an elementary school only, grades TK-5, in the 2019-20 school year.

**Student Enrollment by Student Group and Grade Level 2018-19**

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.4%	Kindergarten	55
American Indian or Alaskan Native	0.2%	Grade 1	48
Asian	13.4%	Grade 2	44
Filipino	0.5%	Grade 3	44
Hawaiian or Pacific Islander	0.5%	Grade 4	64
Hispanic or Latino	7.4%	Grade 5	66
White	74.6%	Grade 6	80
Two or More Races	2.9%	Grade 7	76
Socioeconomically Disadvantaged	17.4%	Grade 8	79
English Learners	11.3%		
Students with Disabilities	14.4%		
Homeless			
Foster Youth			
		<b>Total Enrollment</b>	<b>556</b>

## SCHOOL VISION

At Hawthorne, we are a compassionate community that values and respects others on our journey through personal growth.

We are Intellectually curious and intrinsically motivated to value the challenges of learning.

Hawthorne Vikings contribute positively to society and lead by example with integrity.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

### State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and School facilities are maintained in good repair

### State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

### State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates; and
- High school graduation rates

### State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

### State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

## 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, Fall Harvest Festival, Career Day, Open House, student performances, family nights, fundraisers, Reflections contest, Fun Run, grade level socials, Halloween Parade, Multicultural Day, 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. Aeries 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](http://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 Physical Fitness Test Results 2018-19

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.9%	20.9%	26.9%
Seventh	19.7%	40.8%	23.7%

*Note: Percentages are not calculated and double dashes (-) appear in the table 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 (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	413	401	97.09%	2.91%	74.06%	413	402	97.34%	2.66%	63.34%
Male	241	235	97.51%	2.49%	65.96%	241	235	97.51%	2.49%	61.11%
Female	172	166	96.51%	3.49%	85.54%	172	167	97.09%	2.91%	66.47%
Black or African American	--	--	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	50	46	92.00%	8.00%	71.74%	50	47	94.00%	6.00%	85.11%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	33	33	100.00%	0.00%	66.67%	33	33	100.00%	0.00%	39.39%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	310	303	97.74%	2.26%	74.92%	310	303	97.74%	2.26%	62.58%
Two or More Races	13	12	92.31%	7.69%	83.33%	13	12	92.31%	7.69%	75.00%
Socioeconomically Disadvantaged	90	89	98.89%	1.11%	59.55%	90	89	98.89%	1.11%	50.00%
English Learners	47	41	87.23%	12.77%	56.10%	47	42	89.36%	10.64%	66.67%
Students with Disabilities	69	67	97.10%	2.90%	44.78%	69	67	97.10%	2.90%	29.85%

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear 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.

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

**Percentage of Students Meeting or Exceeding the State Standards**

	Hawthorne		BHUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	72	74	77	75	50	48
Mathematics	61	63	63	65	38	37

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 State Standards**

	Hawthorne		BHUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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.

#### 2018-19 Campus Improvements:

- Deep cleaning of all of the classrooms
- Installation of campus wide security cameras
- Upgrades to WiFi
- Installation of a digital bell and PA system
- Installation of 75" TVs in all classrooms
- Roofing repairs
- Installation of VOIP phones
- Installation of new flooring
- Painting in the nurses office
- Installation of perimeter privacy screens
- Service done to HVAC systems, fire alarms and electrical

### Campus Description

Year Built	1928
Acreage	6.04
Bldg. Square Footage	59187
	<b>Quantity</b>
# of Permanent Classrooms	40
# of Portable Classrooms	0
# of Restrooms (student use)	7 sets
Auditorium	1
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
MakerSpace Lab	1

### MEASURE BH BOND

In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund. Projects to be funded with Measure BH will be reported in the 2019-20 SARC to be published in January 2021.

### 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. There are no projects to report for the 2018-19 or 2019-20 school years for Hawthorne School.

### 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. Private security personnel monitor the campus' perimeter and gates throughout the day. 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, playground assistants, and the 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 with security at the front gate and receive a visitor's badge using the Raptor System upon arrival.

## 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 lead custodian, three full-time evening custodians are assigned to Hawthorne School and work closely with the administration 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 lead custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The lead custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The lead 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.

## 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 5, 2019. 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.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

School Facility Good Repair Status					
Item Inspected	Repair Status				
Inspection Date: December 5, 2019					
	<table border="1"> <thead> <tr> <th>Good</th> <th>Fair</th> <th>Poor</th> <th>Repair Needed and Action Taken or Planned</th> </tr> </thead> </table>	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Good	Fair	Poor	Repair Needed and Action Taken or Planned		
Systems	✓ All Gender RR - Exhaust fan is not working				
Interior Surfaces	✓ A-104/Admin & MPR 12 - Ceiling tile is broken (also in hallway); A-104/Admin - Floor tiles are broken (hallway); A-100/Vice Principal, A-217, G-142, K-158, K-255, K-258, K-151 & 143 - Ceiling tile has a water stain; A-135 - Formica trim is chipping on countertop; A-139A/Storage - Ceiling tiles have water stains with mildew present (hallway); A-136 & A-115 - Ceiling tiles have water stains (also in hallway); A-116, D-184A/Library, D-183, B-119, B-121, C-223, D-206, K-153, K-155/Workroom, K-157, K-152, K-252, K-257, J-150, 148A & A-230A - Ceiling tiles have water stains; A-114 - Ceiling tile has a hole (hallway); B-120 - Ceiling tile is missing (also in hallway); B-123, D-205, G-142, K-258 & J-150 - Ceiling tile is broken; A-216, MPR/13&14 & J-159 - Ceiling tiles have water stains (hallway); A-201 - Ceiling tile has a water stain (also in hallway); D-202, K-153, K-252, K-258 & J-159 - Ceiling tile has a hole; K-151 - Formica trim is missing on countertop, hole in formica countertop; J-159 - Rubber trim is missing at carpet/tile seam; J-159 - Ceiling tiles are missing (hallway); Cafeteria - Floor tiles are cracked; 148A - Water marks running down wall				
Cleanliness	✓ A-132, A-137, A-116, A-115, C-222, A-218, D-202, H-141, J-159, 148A & E-145 - Unsecured items are stored too high; A-134 - Room is overly cluttered				
Electrical	✓ A-126/Health Office, A-218, A-216 & A-215 - Cord is creating a trip hazard; A-131, A-132, A-201 & Girls RR - One light panel is out; A-134, A-135, D-192, D-203 & MPR 12 - Two light panels are out; A-134 - Access to electrical panel is blocked; A-175/Storage - Switch plate is missing exposing live wires, no light bulbs in fixture; A-118 - Three light panels are out; D-193 - Outlet covers are loose exposing live wires; D-193 - Outlets are taped over; B-121, B-123 & C-219 - Electrical appliances are in close proximity to a water source; B-120 - Clock is missing exposing wires; C-122 - Surge protector and extension cords are daisy chained; C-220 - Electrical covers are missing exposing wires; C-220 - Thermostat cover is missing; C-219 - Electrical box is loose; A-217 - Electrical cover is missing; D-203 - Electrical cover is missing in ceiling; D-202 & MPR/13&14 - Seven light panels are out; K-153 - Clock is not mounted exposing wires; K-158 - Four light panels are out; K-151 - One light diffuser is missing; J-150 - Hand dryers have no powers; 143 - Two outlet covers are broken, ethernet box is loose from the wall; A-231 - Five light panels are out				
Restrooms/Fountains	✓ RR - Faucet leaks at handle; Boys RR - One toilet fitting is rusted/deteriorating; Boys RR - Faucets have a low flow; Boys RR & Girls RR - Two toilet fittings are rusted/deteriorating; Boys RR - Faucet handle is broken; Boys RR - All faucets have a low flow; Girls RR & Boys RR & Girls RR - One faucet has low flow; C-222 - One faucet leaks at handle; C-220 - Drinking fountain handle is broken (hallway); C-221 - Drinking fountain has a low flow; Womens RR & A-215 - Faucet has a low flow; Boys RR - Faucet is deteriorating; Boys RR - Sinks are leaking at fittings				
Safety	✓ Boys RR, A-133, B-119, H-140 & G-142 - Paint is peeling on interior wall; A-131, A-132, A-133, A-135, A-136, A-116, B-119, B-121, A-215, K-157, K-253 & J-150 - Improperly stored cleaning supplies; A-132 - Paint is peeling on ceiling (throughout hallway); A-136, A-116 & D-187/Book Room - Pesticides are present; C-219 - Access to the fire extinguisher is blocked; A-217, K-158 & K-257 - Plug in candle warmer; A-217 - Paint is peeling on window frame; A-216 - Paint is peeling on the walls; K-152 - Two plug in air fresheners; K-258 - Plug in air freshener				
Structural	✓ Womens RR - Cracks in ceiling and wall; Girls RR - Eaves are damaged; Staff RR - Cracks in covered walkway				
External	✓ A-116 - Door hinge is loose; C-221 - Windows do not close; C-219 - Theshold is missing; J-159 - Threshold to RR is missing				

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

### Percentage Description Rating:

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP). Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond.

## 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 October 2019.

## 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 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. Kind Club is available to 4th and 5th graders.

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, Hawthorne celebrates 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	5.50%	4.40%	6.70%	3.50%	3.90%	4.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.10%	0.09%	0.08%	0.10%

### 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. Computer coding, Adventure Camp, and STAR enrichment programs 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. An after school math club is also available 2 days a week in the library. Music is available for TK-K every other week and 1st-5th every week.

Hawthorne School has a 1:1 iPad to student ratio for grades first and second, a 1:2 iPad to student ratio for transitional kindergarten, and a 1:1 laptop to student ratio for grades third through eighth. The school library is open to students after school two days a week until 4:30 p.m.

### CLASS SIZE

The Class Size Distribution (grades K-5) and Class Size 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.

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0		3	
1	22.0	1	1	
2	19.0	3		
3	20.0	2	1	
4	26.0		3	
5	23.0		3	
2017-18				
K	20.0	1	2	
1	22.0		2	
2	22.0		2	
3	19.0	3		
4	21.0		3	
5	24.0		3	
2018-19				
K	19.0	3		
1	16.0	3		
2	22.0		2	
3	18.0	1	2	
4	21.0		3	
5	21.0	1	3	

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

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	18	7	3	0
Math	20	6	3	0
Science	25	2	7	0
Social Science	24	3	4	0
2017-18				
English	18	6	3	0
Math	19	5	3	0
Science	24	3	6	0
Social Science	22	4	3	0
2018-19				
English	17	8	2	0
Math	17	7	2	0
Science	24	2	7	0
Social Science	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.

## 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.

Hawthorne School offers professional development on late start days. During the 2018-19 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan consisting of:

- Assessments
- Common Core State Standards
- Differentiation
- ELL Strategies
- Grading Practices
- Intervention Support
- Learning Targets
- Positive Behavior Intervention & Support
- Team Goals
- Technology (TIM & SAMRA)

During the 2017-18, 2018-19, and 2019-20 school years, Beverly Hills Unified School District offered professional 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 2016-17, 2017-18, and 2018-19 school years included:

**Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement**

**2017-18 3 days**

- Technology & Student Responsibilities
- Annual Mandated Reporter Training & Assessment
- Transformational Teaching and Learning with Technology (Keynote Speaker)
- Disaster Assistance Response Team (DART) Training

**2018-19 3 days**

- The Basics of Mindfulness for Self-Care and Stress Management
- Social & Emotional Learning
- Cognitive Guided Instruction
- Google Basics & Learning Management System

**2019-20 3 days**

- Aeries Gradebook / Communications
- Google Classroom / G-Suite
- Positive Behavior Intervention & Supports (PBIS)

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction (CTID) program, 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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education - Benchmark Advance	0%
2016	Yes	McGraw-Hill Education - Study Sync	0%
<b>Math</b>			
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015	0%
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015	0%
2013-2014	Yes	Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015	0%
<b>Science</b>			
2008	Yes	Houghton Mifflin - Harcourt Science "Instant	0%
2008	Yes	Houghton Mifflin - Harcourt Science "Unit Big	0%
2008	Yes	Houghton Mifflin - Harcourt Science "Hardcover"	0%
2008	Yes	Prentice Hall - Focus on Earth Science	0%
2008	Yes	Prentice Hall - Focus on Life Science	0%
2008	Yes	Prentice Hall - Focus on Physical Science	0%
<b>Social Science</b>			
2007	Yes	Scott Foresman - History - Social Science for California "Learn and Work"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Time and Place"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Then & Now"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our Communities"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our California"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our Nation"	0%
2018	Yes	Teacher's Curriculum Institute: Ancient World	0%
2018	Yes	Teacher's Curriculum Institute: Medieval World & Beyond	0%
2018	Yes	Teacher's Curriculum Institute: US through Industrialism	0%

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 24, 2019, 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 #2019-2020-004 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 2019-20 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 2018-19 school year, the instructional leadership team's efforts focused on school goals and action plans, staff development needs, common core, previous page components, and Best Practices.

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 California 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.

- Learning Lab - ELA & math push-in and pull-out flexible group intervention.

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) 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 ELPAC and adjusts instruction as needed to ensure continued success. A dedicated ELD teacher for TK-5 is available for in class instruction.

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:

- 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

During the 2018-19 school year, Hawthorne School had 40 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Hawthorne			BHUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	41	40	47	287	272	259
Teachers with Full Credential	41	40	47	287	272	259
Teachers without Full Credential	0	0	0	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	1	2	1	2
Total Teacher Misassignments*	0	1	3	3	8	3
Teacher Vacancies	0	0	1	1	0	2

*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.*

## 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.

### Academic Counselors and Other Support Staff 2018-19

	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	2	1.0
School Nurse	1	0.2
Health Technician	1	1.0
Counselor	1	1.0
Library Technician	1	1.0
Technology Teacher on Special Assignment	1	1.0
Information Technology Specialist	1	1.0

\*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.

## 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 results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### PUBLIC INTERNET ACCESS LOCATION

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

Open to the Public:

Mon.-Thurs. 10:00-9:00

Fri.-Sat. 10:00-6:00

Sun. 12:00-5:00

Phone: (310) 288-2220

[www.bhpl.org](http://www.bhpl.org)

Number of Computers Available: 22

Printers Available: Yes

## 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 2017-18 school year, Beverly Hills Unified School District spent an average of \$17,371 of total general funds to educate each student (based on 2017-18 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.)

### Teacher and Administrative Salaries

2017-18

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,539	46,208
Mid-Range Teacher Salary	86,187	72,218
Highest Teacher Salary	104,206	92,742
Average Principal Salaries:		
Elementary School	148,434	134,864
Middle School		118,220
High School	163,775	127,356
Superintendent Salary	281,950	186,823
Percentage of Budget For:		
Teacher Salaries	36	33
Administrative Salaries	6	6

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

### Expenditures Per Pupil and School Site Teachers Salaries

2017-18

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	9,311	N/A	N/A	N/A	N/A
Restricted (Supplemental)	317	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,995	14,071	63.9%	7,507	119.8%
Average Teacher Salary	80,886	91,600	101.4%	72,949	110.9%

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 2017-18 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education