



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

HAWTHORNE SCHOOL



2009-10 Annual School Accountability Report Card

A Report of 2009-10 Activity Published in February 2011

Hawthorne School

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities documentation referred to in this report were acquired in November 2010.

PRINCIPAL'S MESSAGE

Dear Hawthorne Families and Friends,

Hawthorne's faculty is committed to meeting the learning needs of all students through programs which reflect academic rigor across every discipline. Our goal is to create lifelong learners who use their knowledge, individual strengths and talents to fulfill their personal mission.

Parents are encouraged to participate at Hawthorne to work in partnership with us as we grow our learning community. The Hawthorne PTA is indeed a key component in our school community and supports us through fundraising which enables us to augment our curriculum with enriching programs and activities that benefit our students. I encourage you to visit our Hawthorne School website where all important documents and information for the new school year is posted. Please be sure to submit your email address to our PTA Newsletter list. We want to be sure you receive weekly updates containing important Hawthorne information. Additionally, when needed, parents will receive updates via our phone database system to ensure timely access to important school news.

Hawthorne School has tremendous leadership at every level --- great students, dedicated and skilled staff members, caring families, and a PTA committed to excellence. The world around us continues to change; however, what has remained constant at Hawthorne School is the commitment to provide all students an outstanding education. It is an honor to serve as your Principal.

I wish you a wonderful 2010-2011 school year.

Sincerely,

Toni Staser

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. More than 5,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

DISTRICT MISSION

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

SCHOOL PROFILE

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2009-10 school year, Hawthorne School served 677 students in grades K-8. Student enrollment included 17% receiving special education services, 11% qualifying for English Language Learner support, and 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. Hawthorne School is a California Distinguished School and recognized for its continued efforts in exceeding state and federal expectations.



Percentage of Students by Ethnicity / Grade Level		
2009-10		
Ethnic Group	%	Grade Level
African-American	4.4%	Kindergarten
Amer. Indian or Alaskan Native	0.0%	Grade 1
Caucasian	81.4%	Grade 2
Asian	8.4%	Grade 3
Filipino	0.9%	Grade 4
Hispanic or Latino	4.0%	Grade 5
Pacific Islander	0.1%	Grade 6
Two or More Races	0.7%	Grade 7
		Grade 8
		Total Enrollment

SCHOOL MISSION

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

PARENT INVOLVEMENT

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

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

School-to-home communication takes place in a variety of formats. The weekly online PTA newsletter is published on Wednesdays throughout the year and provides up-to-date information on Hawthorne's programs and events. Our school website is updated daily with important information about school activities, special announcements, and a calendar of events. Parents may access Hawthorne School's website at <http://haw.bhusd.org>; general information about the school, staff, activities, homework, and school news is updated weekly. Teachers post class and homework assignments on the school's website. Parents can sign up at the website to be on the Principal's News List and receive announcements and the weekly school bulletin via e-mail. BlackBoard is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Hawthorne School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of Hawthorne School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hawthorne	BHUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes

assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting the 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE

DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Hawthorne School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated

	STAR Results								
	All Students								
	Percentage of Students Scoring at Proficient & Advanced Levels								
	Hawthorne			BHUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	80	79	77	73	77	76	46	50	52
Math	77	80	81	62	65	64	43	46	48
Science	81	88	92	73	76	75	46	50	54
History	78	79	84	59	69	75	36	41	44

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

	STAR Results							
	Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	Hawthorne							
	African-American	Amer. Indian or Alaskan Native	Asian	Hispanic or Filipino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	68		91	*	78	*	76	*
Math	64		98	*	70	*	80	*
Science	10		10	*	*		90	*
History	*		*	*	*		84	*

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

	STAR Results					
	Percentage of Students Scoring at Proficient & Advanced Levels 2009-10					
	Hawthorne					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	74	80	43	64	48	
Math	81	79	67	68	59	
Science	93	90	73	*	72	
History	85	82	*	*	*	

instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The STAR tables in this report illustrate the percentage of Hawthorne School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

PHYSICAL FITNESS

In the spring of each year, Hawthorne School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in at least five of the six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pff/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	27%	29%	22%
Seventh	16%	40%	34%

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle

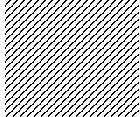
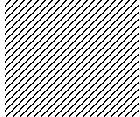
includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Hawthorne School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Hawthorne School did not participate in Title I and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status		
	Hawthorne	BHUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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

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

2009-10 Campus Improvement Projects

- Painting exterior of doors
- Preventative maintenance on high voltage electrical service
- Grounds improvement in front of school

MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2009-10 school year, district representatives and professional consultants began the planning stage for the following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities at the high school campus. Construction is anticipated to begin in the 2010-2011 school year.

SUPERVISION & SAFETY

The Beverly Hills Police Department provides one police officer for traffic control in the morning and after school. Three crossing guards are on duty as students travel to and from school. Playground aides monitor K-8 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and Beverly Hills City safety personnel ensure students depart in a safe and orderly manner. The principal, custodian, school office, and school nurse carry hand-held radios to facilitate routine and emergency communications concerning student safety.

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

FACILITIES INSPECTION

Hawthorne School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections.

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	10	10	9			
Similar Schools Rank	8	9	8			
	School Increase/Decrease in API			School Growth	District Growth	State Growth
Results	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	5	4	4	908	871	767
Ethnic Subgroups						
Caucasian	3	2	2	902	871	838
Other Subgroups						
Students with Disabilities	12	6	-36	746	681	580

The most recent facilities inspection at Hawthorne School took place on November 1 & 2, 2010. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Hawthorne School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed, updated, and shared with school staff in March 2010.

FACILITIES MAINTENANCE

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

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

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians are assigned to Hawthorne School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian and school administrators inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are clean and adequately stocked. During the 2009-10 school year, all restrooms were fully functional, in good working, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits Hawthorne School on a rotational basis.

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Hawthorne School received \$13,924 of deferred maintenance funds which were used for routine repairs and building improvements.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. For K-5 students, behavior traits are embedded in daily classroom lessons and

referenced throughout the day in a variety of settings. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on Hawthorne's School Standards & Behavior Plan to maintain an effective learning environment; parents and students are required to sign the plan's acknowledgement form to

Suspensions & Expulsions			
	Hawthorne		
	07-08	08-09	09-10
Suspensions (#)	35	68	54
Suspensions (%)	5.11%	9.90%	7.98%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
BHUSD			
	Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	183	234	166
Suspensions (%)	0.06462	8.49%	6.15%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

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

School Facility Good Repair Status			
	Good	Fair	Poor
Inspection Date:	November 1 & 2, 2010		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)			✓
Hazardous Materials (interior and Structural Damage)	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		
Overall Summary	Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.		

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

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

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Hawthorne School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Gymnastics, musical theater, cooking, and chess classes are offered after school. The school library is open to students after school two days a week until 5:00 p.m. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship. The districtwide intramural sports program enables students in sixth, seventh, and eighth grade to compete with students from other schools in the district in a variety of athletic events.

INSTRUCTIONAL TIME

During the 2009-10 school year, Hawthorne School offered 180 days of instruction comprised of regular, modified, and late start days as illustrated in the following table. Late start days provide time for parent conferences and teacher collaboration on instructional strategies.

All instructional minutes offered at Hawthorne School during the 2009-10 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	36,435	36,000
1-3	50,675	50,400
4-5	54,360	54,000
6-8	64,632	57,967

Grade Level	Total Modified Days	Total Regular Days
K	51	129
1-3	51	129
4-5	52	128
6-8	48	132

CLASS SIZE

Hawthorne School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2009-10 school year, 100% of K-3 classes at Hawthorne School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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 Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	3		
1	19.7	3		
2	20.3	2		
3	18.8	5		
4	25.5		2	
5	26.0		4	
2008-09				
K	19.0	3		
1	19.3	3		
2	20.0	2	1	
3	21.3	1	2	
4	27.7		3	
5	27.3		3	
2009-10				
K	18.00	2		
1	17.50	4		
2	18.00	3		
3	18.00	4		
4	19.67	3		
5	25.33		3	

Teaching Load Distribution Departmentalized Instruction				
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	20.3	11	7	
Math	21.0	8	5	
Science	24.1	5	7	
Social Science	23.3	5	7	
2008-09				
English	24.3	3	14	
Math	27.2	2	7	1
Science	28.6		9	1
Social Science	26.6	3	7	
2009-10				
English	23.00	7	6	
Math	23.80	3	7	
Science	24.70	9	1	
Social Science	24.80	8	2	

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

Staff Development Days Three-Year Trend			
2007-08	2008-09	2009-10	
4	3	3	

During the 2009-10 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions. District-sponsored workshops offered during the 2009-10 school year included:

- Differentiation Training (6-12)
- Corrective Reading (6-12)
- Instructional Strategies (6-12)
- Brain Research (9-12)

Hawthorne School offers supplemental site-based staff training on late start days. During the 2009-10 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan:

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

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

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hill Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

INSTRUCTIONAL MATERIALS

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

On October 26, 2010, 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 #2010-2011-013 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 2009-10 and 2010-11 school years, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

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

On late state days, staff collaboration activities are facilitated through grade level and department teams; topics of discussion are driven by direct communication of teaching staff, teacher surveys, needs assessment surveys, and curricular programs. During the 2009-10 school year, the instructional leadership team's efforts focused on analyzing 2008-09 assessment data and developing strategic site based goals to meet the needs of the students. The three areas of focus were Instruction, Achievement and Character Education and ultimately involved collaborative development with the entire staff of Hawthorne School.

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

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced, standards-aligned core program.

Hawthorne School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

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. Five 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

District Adopted Textbooks (Grades K-8)

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

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

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

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

Hawthorne School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive differentiated instruction by their classroom teachers; high achieving and GATE students in grades 6-8 may be placed in honors or advanced classes.

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

- Title I Intervention provided by certificated teachers.
- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are placed in Reading Plus in lieu of an elective. Students are tested at the end of each semester and must score at the proficient or advanced level to exit the elective course.
- English Learners: students who need additional assistance in acquiring the English language may receive tutoring from certificated staff. Instruction is based upon student's individual learning and fluency levels.
- Reading/Study Buddies: responsible middle school students may use their elective or study hall period to volunteer to tutor elementary grade students. Teachers make arrangements with middle school students for tutoring sessions which take place during elementary language arts time.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 43 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of an appropriate California teaching credential, and

demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

TEACHER EVALUATIONS

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

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

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

SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	0.8
Psychologist	1	0.6
School Nurse	1	0.2
Health Technician	1	1.0

FTE = Full-Time Equivalent

School counselors provide academic guidance, conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school.

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

Teacher Credentials & Assignments

	Hawthorne				BHUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	47	42	43		303	276	290	
Teachers with Full Credential	47	42	43		298	271	287	
Teachers without Full Credential	2	0	0		5	5	3	
Teachers in Alternative Routes to Certification	2	0	0		5	5	0	
Pre-Internship	0	0	0		0	0	3	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	1	0	0		0	0	9	
Teacher Misassignments - Total	6	0	0	0	0	14	13	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	6	0	2	0	0	14	13	0
Teacher Vacancies	0	0	0.5	1	0	1	1	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Hawthorne	100.0	0
District Totals		
All Schools	99.3	0.7
High-Poverty Sch.	0	0
Low-Poverty Sch.	99.3	0.7

Teacher Education Levels 2009-10

	Hawthorne	BHUSD
	%	%
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	33.3	33.6
Master's Degree	33.3	28.9
Bachelor's Degree plus 30 or more semester hours	25.6	25.7
Bachelor's Degree	7.7	10.0
Less than a Bachelor's Degree	0.0	0.0

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 2008-09 school year, Beverly Hills Unified School District spent an average of \$11,147 of total general funds to educate each student (based on 2008-09 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 2008-09		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,631	\$41,209
Mid-Range Teacher Salary	\$72,110	\$65,228
Highest Teacher Salary	\$85,530	\$83,339
Average Principal Salary		
Elementary School	\$124,577	\$103,189
High School	\$135,750	\$119,247
Superintendent Salary	\$231,668	\$179,589
Percentage of General Funds Expenditures For:		
Percent of Budget for		
Teacher Salaries	42.70 %	40.70 %
Percent of Budget for		
Administrative Salaries	4.50 %	5.90 %

Current Expense of Education per Pupil

2008-09

Dollars Spent per Student

Expenditures Per Pupil	Hawthorne	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,258	\$6,705	108.3%	N/A	N/A
Restricted (Supplemental)	\$169	\$267	63.1%	N/A	N/A
Unrestricted (Basic)	\$7,089	\$6,437	110.1%	\$5,681	124.8%
Average Teacher Salary	\$72,086	\$71,881	100.3%	\$65,389	110.2%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

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

SARC DATA & ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

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

Open to the Public: Mon.-Thurs. 10:00-9:00
 Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00
 Phone: (310) 288-2220
www.bhpl.org
 Number of Computers Available: 22
 Printers Available: Yes