



Beverly Hills Unified School District
CREATING A WORLD CLASS EDUCATION

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

HAWTHORNE SCHOOL



2008-09 Annual School Accountability Report Card

A Report of 2008-09 Activity Published in February 2010

Hawthorne School

Grades K-8

Toni Staser, Principal (09-10)
Alexander Cherniss, Ed.D., Principal (08-09)
624 North Rexford Drive
Beverly Hills, CA 90210
(310) 229-3675
(559) 584-8831

Board of Education

Myra Demeter, Ph.D.
Myra B. Lurie
Nooshin Meshkaty
Steven Fenton
Brian D. Goldberg, Ph.D.
Daniel Yosef (student)

District Administration

Jerry C. Gross, Ph.D.
Superintendent

Cheryl Plotkin
Assistant Superintendent
Business Services

Ilene W. Straus, Ed.D.
Assistant Superintendent
Educational Services

Sal Gumina
Assistant Superintendent
Human Resources

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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 September 2009.

PRINCIPAL'S MESSAGE

Dear Hawthorne Families and Friends,

Here at Hawthorne School, we are committed to providing a physically and emotionally safe atmosphere, in which students can learn and are challenged. Our programs are designed to promote the maximum growth and achievement for each child.

The Hawthorne School community recognizes today's society as multicultural and global, and emphasizes the use of technological resources to support and enhance classroom instruction. This year, all middle school teachers will be posting grades and homework online. All of our teachers celebrate the rich cultural diversity of our student population, while acknowledging that all students learn differently. Therefore, our teachers differentiate their instruction to meet the needs of all of our students.

This past year, Hawthorne School posted an Academic Performance Index (API) score of 908. This tremendous score is another indicator of how our teachers take great pride in maintaining high standards of scholarship and citizenship. Teachers, parents and students are dedicated to one another and work cooperatively. We encourage your participation so we can achieve our goals.

The PTA is an integral part our school's success. They support us by raising money to provide additional programs and activities for students. Some of these activities include the funding of science programs, purchase and maintenance of musical instruments, after-school tutoring, computers and technology, field trips, and assemblies dealing with pertinent topics. We encourage you to join this organization to support our teachers and students.

A necessary component of our school/parent communication system is our Principal's News List, located on the front page of our Hawthorne School website at <http://haw.bhusd.org>. Please enter your email address on our website by clicking on the tab labeled, "Principal's News List" to receive the Weekly Bulletin and Principal's Announcements. This is not necessary if you have already done so this past year.

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 5,100 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 the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system

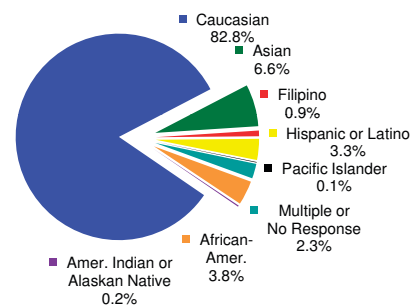
characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

SCHOOL PROFILE

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2008-09 school year, Hawthorne School served 687 students in grades K-8. Student enrollment included 22% receiving special education services, 11.4% qualifying for English Language Learner support, and 5.1% 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
2008-09 Enrollment: 687**



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 "Wednesday Packet" is published on the school website weekly and includes a PTA newsletter, and 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 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 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hawthorne	BHUSD
Overall School Results	Yes	Yes
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts		
Math	Yes	Yes
API	Yes	Yes

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the adjacent table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Beverly Hills Unified School District or Hawthorne School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight

	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight

	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
	English Learners	
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

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 2008-09 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 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>.

**STAR
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Hawthorne			BHUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	78	80	79	73	73	76	43	46	50
Math	76	77	80	66	62	64	40	43	46
Science	82	81	88	67	73	75	38	46	50
History	76	78	79	56	59	75	33	36	41

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
Percentage of Students Scoring at Proficient & Advanced Levels
2008-09**

	Hawthorne						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	70	*	90	*	79	*	79
Math	78	*	92	*	68	*	80
Science	*		91	*	*	*	88
History	*		*	*	*	*	79

**Less than 10 students were 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
Percentage of Students Scoring at Proficient & Advanced Levels
2008-09**

	Hawthorne					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	78	80	58	86	55	
Math	82	79	73	59	57	
Science	90	85	56	*	64	
History	82	77	*	*	59	

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		9	10	10
Similar Schools Rank		7	8	9
		Increase/Decrease in API		
Results	2009 API Score	2006-07	2007-08	2008-09
Schoolwide - All Students	908	13	5	4
Ethnic Subgroups				
Caucasian	904	14	3	2
Other Subgroups				
Students with Disabilities	792	54	12	6

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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2008-09**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	16.7	30.8	34.6
Seventh	31.4	33.7	26.7

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 2008-09, 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

2008-09 Campus Improvement Projects:

- Completed installation of room number signage

2008-09 & 2009-10 Campus Improvement Projects

- Installation of irrigation system
- Modification of classroom entry locks for improved security

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. Beginning in the summer 2009 and throughout the 2009-10 school year, district representatives and professional consultants will begin 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 scheduled 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 resource officer carry handheld 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 obtain a visitor's badge at the school office upon arrival.

FACILITIES INSPECTION

Hawthorne School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Hawthorne School took place on August 10-14, 2009. 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 February 2009.

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 2008-09 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.

School Facility Good Repair Status

Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
August 10-14, 2009				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Rm 217: repair door hinge.
Interior Surfaces (walls, floors, and ceilings)	✓			Rm 193: bad ceiling tile. Hallway Second Floor: two tiles missing 12" x 12". Rm 218: two bad ceiling tiles 2' x 4'. Rm 215: two stained ceiling tiles. Main Office: replace ceiling tiles in conference room. Rm 134 replace ceiling tiles 24" x 48" (2). Rm 135: replace ceiling tiles 24" x 48". Rm 138: replace (2) ceiling tiles 24" x 48". Lounge: replace three ceiling tiles.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Rm 121, 183, 222: lights out.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Rm 142: drinking fountain needs to be adjusted, water too strong.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			Women's RR Stairs 225: not clean. Rm 444: hallway not clean, latch broken. Rm 115: vents not clean. Girls RR: not clean. Boys' RR: not clean.
Overall Summary	Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. All deficiency items will be repaired through the in-house work order process.			

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 2008-09 school year, Hawthorne School received \$13,924.20 of deferred maintenance funds which were used for routine repairs and building improvements.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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

Teachers have established grade-appropriate classroom management and incentive programs based on Hawthorne's School Standards & Behavior Plan to maintain an effective learning environment; parents and students are required to sign the plan's acknowledgement form to confirm receipt and understanding. School and classroom rules are posted in each classroom. At the beginning of the school year, schoolwide assemblies and classroom presentations by school administrators are held to discuss school rules, safety procedures, consequences for poor behavior, and academic expectations. As needed throughout the year in classroom discussions, teachers remind their students to conduct themselves in a safe, responsible, and respectful manner.

Suspensions & Expulsions

	Hawthorne		
	06-07	07-08	08-09
Suspensions (#)	47	35	68
Suspensions (%)	6.88%	5.11%	9.90%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	BHUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	274	183	234
Suspensions (%)	0.09564	6.46%	8.49%
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.

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. Karate, chess, reading, and academic intervention programs are offered after school. The library and computer lab are open to students after school 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 Sports Spectacular 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 2008-09 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 2008-09 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 2008-09		
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	54,000

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

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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.7	3		
1	18.0	3		
2	20.0	3		
3	18.0	5		
4	26.0		4	
5	28.7		3	

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				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	3		
1	19.3	3		
2	20.0	2	1	
3	21.3		2	
4	27.7		3	
5	27.3		3	

Teaching Load Distribution Departmentalized Instruction				
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	23.9	4	9	1
Math	26.7	1	9	
Science	27.1	2	7	1
Social Science	28.6	1	8	1

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				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.3	3	14	
Math	27.2	2	7	1
Science	28.6		9	1
Social Science	26.6	3	7	

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 2008-09 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	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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

2006-07	2007-08	2008-09
4	4	3

During the 2008-09 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 2008-09 school year included:

- Brain Research (6-8)
- Common Assessments (K-12)
- GATE Certification (6-12)
- Grouping in Mathematics (K-5)
- Pacing Plans (K-12)
- Quality Math Instruction (6-12)
- Student Engagement (6-12)

Hawthorne School offers supplemental site-based staff training on late start days. During the 2008-09 school year, Hawthorne School's site-based staff development activities were based upon schoolwide goals outlined in the school plan:

- Increasing students' ability to reason at a deeper level of thinking
- Increasing student proficiency in math reasoning
- Increasing reading comprehension and analysis
- Differentiated instruction
- Character Education/Bullying Education
- Developing and implementing strategies to promote connections with middle school students

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2008-09 school year included:

- GATE Certification through a Partnership with the University of California, San Diego
- Developing Mathematical Intelligences – K-8
- Mathematical Routines – K-5

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 27, 2009, 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 #2009-2010-006 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and

content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2008-09 and 2009-10 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 2008-09 school year, many of the instructional leadership team's efforts focused on developing professional learning communities (a strategic approach for schoolwide, collaborative staff development to ultimately increase student proficiency across the curriculum). Grade level and department team representatives serve as a liaison between school administrators and their grade level/subject area teams.

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

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
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 Themes</i>	6-8
Science			
2008	Harcourt	<i>Harcourt Science</i>	K-4
2001	Harcourt	<i>Harcourt Science</i>	5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2008	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2008	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2008	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2008	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

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, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Hawthorne School's special education program is supported by highly qualified, caring staff. Five special education teachers and a team of special education aides provide full-day instruction in five special day classes. Two resource specialist teachers and a team of resource specialist aides provide individual and small group instruction for special education students either in their general education classroom or in the resource room. 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 (Level 1 and 2). 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 class 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:

- After-school tutoring provided by certificated teachers.
- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus

in lieu of an elective. Students are tested at the end of each trimester 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.
- Grades 1-5 Intervention: certificated teachers provide before- and after-school tutoring for students who require additional instruction in language arts and math to meet proficiency standards. Students may exit the intervention program upon scoring at the proficient or advanced level on state assessments.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed 42 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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 Credentials & Assignments								
	Hawthorne				BHUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	47	47	42		296	303	276	
Teachers with Full Credential	45	47	42		290	298	271	
Teachers without Full Credential	2	0	0		6	5	5	
Teachers in Alternative Routes to Certification	2	0	0		5	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		1	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	1	0	0		6	0	0	
Teacher Misassignments - Total	6	0	0	0	75	0	14	8
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	3
Teacher Misassignments for English Learners	6	0	0	0	75	0	14	5
Teacher Vacancies	0	0	0	1	0	0	1	3

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2008-09		
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 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) 2008-09		
	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
<i>FTE = Full-Time Equivalent</i>		

Teacher Education Levels 2008-09		
	Hawthorne %	BHUSD %
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	33.3	34.8
Master's Degree	23.9	22.8
Bachelor's Degree plus 30 or more semester hours	35.7	31.9
Bachelor's Degree	7.1	8.7
Less than a Bachelor's Degree	0.0	0.0

School counselors provide academic guidance, conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

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.

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

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.

Salary Comparison 2007-08		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$40,917
Mid-Range Teacher Salary	\$67,971	\$64,688
Highest Teacher Salary	\$80,617	\$82,849
Average Principal Salaries:		
Elementary School	\$115,659	\$102,130
High School	\$126,180	\$117,805
Superintendent Salary	\$200,000	\$176,845
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	40.3%
Administrative Salaries	4.8%	5.9%

EXPENDITURES PER STUDENT

For the 2007-08 school year, Beverly Hills Unified School District spent an average of \$10,218 of total general funds to educate each student (based on 2007-08 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.)

Current Expense of Education per Pupil 2007-08					
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	\$6,860	\$6,652	103.1%	N/A	N/A
Restricted (Supplemental)	\$150	\$590	25.4%	N/A	N/A
Unrestricted (Basic)	\$6,710	\$6,062	110.7%	\$5,512	121.7%
Average Teacher Salary	\$63,077	\$69,076	91.3%	\$64,246	98.2%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received approximately \$4,343 per student in 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