

# Beverly Hills Unified School District



**BEVERLY HILLS**  
UNIFIED SCHOOL DISTRICT  
EDUCATION REIMAGINED

## Hawthorne Elementary School



### 2023-24 Annual School Accountability Report Card

A Report of 2023-24 Activity Published in February 2025

#### Hawthorne Elementary School

Grades TK-5  
624 North Rexford Drive  
Beverly Hills, CA 90210  
(310) 229-3675

#### Board of Education

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Dr. Jason Hasty  
Acting Superintendent

Dr. Dustin Seemann  
Assistant Superintendent,  
Education Services

Laura Collins-Williams  
Assistant Superintendent,  
Student Services

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#### District Description

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. Approximately 3,200 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

#### District Mission

Educational Excellence.

#### District Vision

Our students will realize their full potential to thrive with integrity in a complex, changing world.

#### School Description

Hawthorne Elementary School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2023-24 school year, Hawthorne Elementary School served 588 students in grades TK-5. Student enrollment included 13.9% receiving special education services, 10.4% qualifying for English Language Learner support, and 23.8% socioeconomically disadvantaged. The curricular program for TK-5 students is provided in a self-contained classroom enriched with art, poja, music, technology, and SEL. A special education preschool program is held on campus for the entire district as well as three city preschools.

#### School Vision

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

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

#### Student Enrollment by Student Group and Grade Level

2023-24

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	46.4%	TK	
Male	53.6%	Kindergarten	151
Non-Binary		Grade 1	89
American Indian or	0.2%	Grade 2	85
Alaskan Native		Grade 3	85
Asian	8.2%	Grade 4	93
Black or African American	1.4%	Grade 5	85
Filipino	1.2%		
Hispanic or Latino	7.8%		
Native Hawaiian or	0.2%		
Pacific Islander			
Two or More Races	4.9%		
White	66.3%		
English Learners	10.4%		
Foster Youth	0.2%		
Homeless			
Migrant			
Socioeconomically	23.8%		
Disadvantaged		Total Enrollment	588
Students with Disabilities	13.9%		

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

#### Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

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

- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

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

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

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

## Parent Involvement

Parents are encouraged to become involved in Hawthorne Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents may volunteer their assistance in the classroom, and other areas of the school. Back to School Morning, Fall Harvest Festival, Career Day, Walk to School Wednesdays, Open House, student performances, family nights, Reflections contest, Fun Run, grade level socials, Halloween Parade, Multicultural Week, service learning, and Pajamarama provide opportunities for parents to interact with school staff while supporting their child's efforts. The Principals' Advisory Council, Parent Teacher Association, and Coffee with the Principal provide opportunities for parents to have input on curricular programs and financial planning.

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

newsletters which update the community on school happenings and upcoming events. This includes notes from the principal, counselor, instructional coach, grade level spotlights, pictures and upcoming events. Teachers, school staff and parents communicate through district provided email addresses for staff or through ParentSquare.

School-to-home communication takes place in a variety of formats. The online PTA newsletter is published weekly throughout the year and provides up-to-date information on Hawthorne's programs and events. Our school website is updated frequently with important information about school activities, special announcements, and a calendar of events. Parents may access Hawthorne School's website at <http://haw.bhusd.org>; general information about the school, staff, activities, homework, and teachers send home information weekly.

### California Assessment of Student Performance and Progress Test Results in Science

#### All Students

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

	Hawthorne		BHUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	65.09	67.06	47.04	42.59	30.29	30.73

*Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.*

*Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

*The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.*

### CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

#### 2023-24

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	85	85	100.00%	0.00%	67.06%
Female	42	42	100.00%	0.00%	64.29%
Male	43	43	100.00%	0.00%	69.77%
American Indian or Alaskan Native					
Asian	13	13	100.00%	0.00%	61.54%
Black or African American					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	59	59	100.00%	0.00%	67.80%
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services					
Students with Disabilities	12	12	100.00%	0.00%	25.00%

*Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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

2023-24

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	266	261	98.12%	1.88%	77.39%	266	265	99.62%	0.38%	77.74%
Female	125	122	97.60%	2.40%	76.23%	125	124	99.20%	0.80%	75.81%
Male	141	139	98.58%	1.42%	78.42%	141	141	100.00%	0.00%	79.43%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	33	32	96.97%	3.03%	75.00%	33	33	100.00%	0.00%	87.88%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	20	19	95.00%	5.00%	63.16%	20	20	100.00%	0.00%	65.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	34	34	100.00%	0.00%	94.12%	34	34	100.00%	0.00%	82.35%
White	171	169	98.83%	1.17%	77.51%	171	170	99.42%	0.58%	78.82%
English Learners	17	13	76.47%	23.53%	23.08%	17	17	100.00%	0.00%	52.94%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	58.82%	34	34	100.00%	0.00%	61.76%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	38	38	100.00%	0.00%	28.95%	38	38	100.00%	0.00%	42.11%

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (-) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Student Achievement

### California Assessment of Student Performance and Progress (CAASPP)

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

### Physical Fitness

In the spring of each year, Hawthorne Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

## California Assessment of Student Performance and Progress

### Test Results in English Language Arts/Literacy (ELA) and Mathematics

#### for All Students in Grades Three Through Eight

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

	Hawthorne		BHUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	75	77	71	68	46	47
Mathematics	74	78	56	57	34	35

Note: Double dashes (-) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

## California Physical Fitness Test Results

2023-24

	% of Students Tested				
	Aerobic Capacity	Endurance	Flexibility	Endurance	Flexibility
Grade Level					
Fifth	96.5%	97.6%	97.6%	97.6%	97.6%

Note: Double dashes (-) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The administration of the PFT requires only participation results for these five fitness areas.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

School Facilities & Safety

Facilities Profile

Hawthorne Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1928; since that time, new structures have been added and outdated buildings replaced. Modernization of the school site began in Summer of 2024 and the site was closed at the end of the 2023-24 school year.

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

Measure E & Measure BH Bonds

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

The school site was closed at the end of the 2023-24 school year and modernization began Summer 2024.

Supervision & Safety

The Beverly Hills Police Department provides assistance from police officers for traffic control in the morning and after school. Four crossing guards are on duty as students travel to and from school. Private security personnel monitor the campus’ perimeter and gates throughout the day. Playground aides monitor TK-5 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and private security personnel ensure students depart in a safe and orderly manner. The principal, custodian, school office, playground assistants, and the school nurse carry hand-held radios to facilitate routine and emergency communications concerning student safety. Regular meetings and trainings are held with playground aides to review safety procedures and protocols.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in with private security personnel at the front gate and receive a visitor’s badge using the Raptor System upon arrival.

Facilities Maintenance

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

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

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

The lead custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The lead custodian checks restrooms frequently throughout the day to ensure they are clean and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities. Quarterly site inspections are completed with maintenance and custodial staff to identify potential safety hazards.

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

Although students and instructional staff remained off campus during virtual learning, custodial staff remained on campus to complete thorough cleaning of classrooms and outside areas.

Facilities Inspection

Hawthorne Elementary 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 Elementary School took place on June 28, 2023. 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. There was no facility inspection done of Hawthorne Elementary School during the 2024-25 school year since it is closed and modernization of the entire site is in process.



### School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date:	Repair Needed and			
June 28, 2023	Action Taken or Planned			
	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			A-109A/Assistant Principal, D-205 - Ceiling tile is broken; A-133, A-137, D-187/Book Room, G-142, K-257 - Ceiling tile has a water stain; A-135, A-115, D-193, D-184A/Library, D-183, A-217, A-218, D-206, K-158 - Ceiling tiles have water stains; D-193 - Ceiling tile T-bar is loose; D-184A/Library - Ceiling tile T-bars are loose; B-120 - Ceiling tiles are missing; D-206 - Countertop is broken; MPR/13 & 14 - Ceiling tile is missing; H-141 - Water damage to wall near entry
Cleanliness	✓			A-131, A-133, A-134, A-135, A-137, D-202, H-141 - Unsecured items are stored too high
Electrical	✓			A-133 - Extension cord and surge protector are daisy chained; A-134, G-142 - Access to electrical panels are blocked; A-118 - Electrical appliances are in close proximity to a water source, surge protectors are daisy chained
Restrooms/Fountains	✓			A-131, A-115, A-217, K-257 - Faucet has a low flow; Girls RR - One faucet has a low flow
Safety	✓			A-134 - Access to fire extinguisher is blocked, paint is peeling on interior wall (hallway); A-135, A-118, A-115 - Ingress/egress is partially blocked; A-118 - Fire extinguisher is not mounted; A-116 - Evacuation map is not posted; D-205 - Paint is peeling on interior wall (hallway); K-152 - Plug in air freshener; 143 - Paint is peeling on exterior wall
Structural	✓			
External	✓			A-133 - Door window is broken; D-184A/Library - Section of door panic bar is missing; Boys RR - Door closer is missing

### Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

#### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hawthorne Elementary 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 November 2023. No Comprehensive School Safety Plan was completed for the 2024-25 school year since the site is closed for modernization.

### Classroom Environment

#### Enrichment Activities

Students are encouraged to participate in Hawthorne Elementary 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. The Adventure Camp and STAR (ELOP) programs are offered after school. There are also numerous clubs/programs students can participate in such as an after school math club two days per week; an audition based Honor Choir for grades 3-5; music and art is available for TK-5 every week; a Science Lab/MakerSpace is available to Kinder-5th every week; a dance artist for grades 1-3; poetry for grades 3-5 through Wallace Arts (Artist in

Residence) for grades TK-5; STAR science for grades TK-2; POGA every week for students in TK-1st grade and weekly POGA for grades 2-5 during lunchtime. Every student has the opportunity to participate in Service Learning activities geared to teach standards and provide community service. Hawthorne Elementary School has a 1:1 iPad and Chromebook to student ratio for all students. The school library is open to students after school daily until 4:00 p.m. Kind Ambassadors and Respect the Game provide peer support on the playground to mediate issues and show kindness and respect. Students in grades 1-5 are able to join Student Council and become classroom senators and plan school wide activities. Teachers committed to morning meetings to ensure social emotional well-being. Systems were set into action to mitigate attendance issues or intervene in case of lack of academic progress.

### Class Size

The Class Size Distribution tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	14.0	22		
1	17.0	28		
2	16.0	28		
3	19.0	30	6	
4	18.0	17	12	
5	23.0	5	23	1
2021-22				
K	18.0	17	4	
1	17.0	27		
2	19.0	15	12	
3	17.0	27		
4	22.0	4	24	
5	21.0	9	18	
2022-23				
K	20.0	6	24	
1	20.0	14	12	
2	18.0	26		
3	20.0	2	24	
4	19.0	25		
5	26.0	2	24	

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

## Discipline & Climate for Learning

As part of our discipline and behavior expectations, BHUSD has implemented Positive Behavioral Interventions & Supports (PBIS). PBIS focuses on teaching children positive behaviors and changing children's environment so that using the positive behaviors becomes more effective for them than using negative behaviors.

At Hawthorne, we categorize our expected behaviors as HERO: Honorable, Engaged, Respectful, and Open-Minded. All the behaviors we want to see in a classroom and around the school are specifically taught as fitting into one of those categories. Then the students are recognized for showing off that behavior.

The expectations continue to be adjusted as needed for the varying needs of our students. HERO assemblies are held four times per year to celebrate students with awards given out, and there are students submitted each week from every classroom for HERO of the Week.

## Curriculum & Instruction

### Staff Development

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

Hawthorne Elementary School offers professional development on late start days. During the 2023-24 school year, Hawthorne Elementary School's site-based staff development activities were based upon schoolwide goals outlined in the school plan consisting of:

- Common Core State Standards
- Connection with schools and classrooms around the state to share ideas)
- Differentiation
- ELL Strategies
- Grading Practices
- Intervention Support
- Instructional Technology (Kami, Screencastify, Seesaw, Listenwise, Flocabulary, Nearpod, Peardeck, Google Meets, Jamboard, FlipGrid, Kahoot, Quizzes, Story Creator, Bitmoji Classrooms)
- Learning Targets in Math
- Positive Behavior Intervention & Support



## Hawthorne HERO Expectations

	Honorable	Engaged	Responsible	Open-Minded
Entering School	<ul style="list-style-type: none"> <li>★ Arrive at your assigned time</li> <li>★ Adults stay in the car</li> <li>★ Mask always covers mouth and nose when entering the school building</li> </ul>	<ul style="list-style-type: none"> <li>★ Be prepared to get out of your car with your things</li> <li>★ Listen to the adults around you</li> <li>★ Make sure you have everything you need</li> </ul>	<ul style="list-style-type: none"> <li>★ Complete ParentSquare Health Screening</li> <li>★ Be mindful of where your body is</li> <li>★ Stay on your dots/sticker</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen to directions from staff</li> <li>★ Be flexible when directions change</li> </ul>
Playground	<ul style="list-style-type: none"> <li>★ Play by the rules</li> <li>★ Use kind words</li> <li>★ Share equipment and put it away when done</li> <li>★ Follow directions from all adults</li> <li>★ Stay on the playground</li> <li>★ Notify an adult and get a pass if you need to go to the health office</li> </ul>	<ul style="list-style-type: none"> <li>★ Participate in an activity</li> <li>★ Talk and play with everyone</li> <li>★ Take turns with others</li> <li>★ Communicate with peers and adults</li> <li>★ Use "I messages"</li> </ul>	<ul style="list-style-type: none"> <li>★ Take care of equipment</li> <li>★ Put the equipment back</li> <li>★ Respect personal space</li> <li>★ Use only helping hands (hands are for helping and not for hurting)</li> <li>★ Line up when the whistle blows</li> <li>★ Use the bathroom and get water before lining up</li> </ul>	<ul style="list-style-type: none"> <li>★ Play with different people</li> <li>★ Try new activities</li> <li>★ Use encouraging words</li> <li>★ End games with a positive saying</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>★ Take turns, one person per stall</li> <li>★ Conserve water and paper towels</li> <li>★ Report if anything is broken or missing</li> <li>★ Masks always cover nose and mouth</li> </ul>	<ul style="list-style-type: none"> <li>★ Focus on the task at hand</li> <li>★ Return to class in a timely manner</li> <li>★ Wait your turn if the hooks are full</li> </ul>	<ul style="list-style-type: none"> <li>★ Hang your pass on the hook outside</li> <li>★ Take your pass when you leave</li> <li>★ Keep bathroom clean</li> <li>★ Throw trash in the trash can</li> <li>★ Flush the toilet</li> <li>★ Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>★ Be tolerant of sounds and smells</li> <li>★ Remember that emergencies happen in the bathroom</li> </ul>
Outside Eating	<ul style="list-style-type: none"> <li>★ Welcome others from your class to sit with you</li> <li>★ Thank playground staff</li> <li>★ Keep the tables and floor clean</li> <li>★ Listen to playground staff the first time</li> </ul>	<ul style="list-style-type: none"> <li>★ Use your time wisely</li> <li>★ Eat the grow food first</li> <li>★ Talk to your tablemates</li> <li>★ Be aware of people who might need a friend to sit with</li> </ul>	<ul style="list-style-type: none"> <li>★ Clean up after yourself</li> <li>★ Offer to help others clean up</li> <li>★ Clean up trash even if it is not yours</li> <li>★ Use walking feet</li> </ul>	<ul style="list-style-type: none"> <li>★ Be open to other types of foods are different from yours</li> <li>★ Include others at your table</li> <li>★ Sit with different people</li> <li>★ Be mindful of keeping your area clean</li> </ul>
Hallways & Stairwells	<ul style="list-style-type: none"> <li>★ Keep your hands by your sides</li> <li>★ Know your destination</li> <li>★ Stay between the Line Leader and the Caboose</li> <li>★ Stay to the Right</li> <li>★ Mask always covers mouth and nose</li> </ul>	<ul style="list-style-type: none"> <li>★ Be Body Mindful</li> <li>★ Face Forward</li> <li>★ Mind the Gap</li> <li>★ Pay attention to your surroundings</li> <li>★ Listen to staff and follow signals</li> </ul>	<ul style="list-style-type: none"> <li>★ Use appropriate Voice Level</li> <li>★ Pick up trash as you go</li> <li>★ Stay in configurations</li> <li>★ Walk down one stair at a time.</li> </ul>	<ul style="list-style-type: none"> <li>★ Walk at the pace of the class</li> <li>★ Help others if something happens in line.</li> </ul>

### Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible	Count	Rate
All Students	601	598	72	12.00%
Female	279	278	34	12.20%
Male	322	320	38	11.90%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	0	0.00%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	14	30.40%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	4	13.80%
White	400	398	47	11.80%
English Learners	63	63	10	15.90%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	150	148	21	14.20%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	97	21	21.60%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Suspensions and Expulsions

	Hawthorne			BHUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	1.32%	0.67%	1.16%	2.84%	3.99%	2.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.22%	0.07%	0.08%	0.07%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- Strategic Plan
- Student Growth & Differentiation Data (One year's growth in one year's time)
- Team Goals
- Technology

#### Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions	Expulsions
	Rate	Rate
All Students	1.16%	0.00%
Female	0.72%	0.00%
Male	1.55%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.35%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.75%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.67%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.15%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

During the 2022-23, 2023-24, and 2024-25 school years, Beverly Hills Unified School District offered professional development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades TK-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District-sponsored workshops offered included:

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

2022-23	3 days
<ul style="list-style-type: none"> <li>Strategic Plan Goals &amp; Implementation of Professional Learning Communities</li> <li>Common Assessments</li> <li>CPR &amp; First Aid Certificates</li> </ul>	
2023-24	3 days
<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Math Instruction</li> <li>iReady &amp; NWEA Adoptions/Implementations</li> <li>AI Utilization</li> </ul>	
2024-25	3 days
<ul style="list-style-type: none"> <li>Introduction to the News Literacy Project: Trustworthy</li> <li>Supporting our English Learners in the Classroom</li> <li>Contentious Conversations in the Classroom</li> <li>Workplace Violence &amp; Personal Service Updates</li> <li>PLC Expectations &amp; Cycles</li> <li>Danielson Teaching Framework &amp; Evaluation Cycle</li> </ul>	

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

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of

Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

#### Instructional Materials

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are currently being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health. District textbook

#### Textbooks

From Most Recent State Adoption?			Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Year Adopted	Adoption?	Publisher and Series	
Reading/Language Arts			
2016	Yes	Benchmark Education - Benchmark Advance	0%
Math			
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%
Science			
2022	Yes	Cengage Learning - National Geographic Learning - Exploring	0%
Social Science			
2007	Yes	Scott Foresman - History - Social Science for California "Learn and Work"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Time and Place"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Then & Now"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our Communities"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our California"	0%
2007	Yes	Scott Foresman - History - Social Science for California "Our Nation"	0%

review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On September 24, 2024, 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 #2024-2025-05 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 2024-25 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

### **School Leadership**

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

On late start days, staff collaboration activities are facilitated through Professional Learning Communities (PLCs). Topics of discussion are driven by direct communication of teaching staff, teacher surveys, needs assessment surveys, and curricular programs, as well as the District's initiative of one year's growth in one year's time. Teachers also meet as grade level teams every week to focus on curriculum, assessment, and differentiated instruction.

The Principal Advisory Council (PAC) is comprised of administrators, teachers, and parents and meets once a month. The PAC is responsible for reviewing and approving the the school safety plan. Council members serve as a liaison between the school and community.

### **Specialized Instruction**

All curriculum and instruction are currently being aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced, standards-aligned core program with emphasis on critical thinking, problem solving, and evidence based decision making. Hawthorne Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Study Team (SST). The SST is responsible for addressing barriers that impact the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to:

- Differentiated instruction and small group instruction within the general education classroom.
- Instruction by special education staff in the general education class.
- Small group instruction in a separate setting with a special education teacher.
- Learning Lab - ELA & math push-in and pull-out flexible group intervention.

Additional special education services include Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling for students who meet eligibility requirements.

Hawthorne Elementary 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 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 TK-5 students who are at the very early stages of learning the English language (Levels 1 and 2 within the context of the grade level curriculum). EL students (Levels 1 and 2) may be placed in an ELD course in lieu of an elective and as a supplement to their regular language arts class. ELD instruction for all grade levels focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Hawthorne School continues to monitor their performance through the ELPAC and adjusts instruction as needed to ensure continued success. A dedicated ELD teacher for TK-5 is available for in class instruction.



Hawthorne Elementary School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. The goal of the GATE program is to provide original, interdisciplinary curricula that challenges and inspires gifted students. The curriculum is differentiated to provide a variety of instructional strategies structured so that individual student experiences/activities can vary in acceleration, depth, complexity or degree of novelty.

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

- English Learners: students who need additional assistance in acquiring the English language may receive tutoring from certificated staff. Instruction is open to all students who are determined to need support by the school site.
- 4th and 5th grades have access to "Air Tutors" who provide reading and math support.
- Learning Lab - Extra academic assistant that is available to those students identified in ELA/Math every 6-8 weeks.

## Professional Staff

### Support Services Staff

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

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

School psychologists and counselors are available to assist with academic, social, and emotional issues as needed. The school psychologist provides psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct mandatory health screening programs; health technicians provide basic first aid.

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	1.0
School Nurse	1	0.5
Health Technician	1	1.0
Counselor	1	1.0
Library Technician	1	1.0
Technology Teacher on Special Assignment	1	1.0
Information Technology Specialist	1	1.0
Behaviorist	1	1.0
Occupational Therapist	1	1.0
Marriage Family Therapist	1	0.6
Speech Therapist	2	1.6
Certified Occupational Therapy Assistant	1	1.0
Physical Therapist	1	1.0
Adaptive PE Program Specialist	1	0.5

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	0	0	2.8
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	2.8

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0.3	0	0
Total Out-of-Field Teachers	0.3	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	15.8
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## Teacher Preparation and Credentials

The charts in this report identify the number of teachers at the Hawthorne Elementary School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Hawthorne Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement / Authorization/Assignment	School Year 2020-21					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.6	84.27	186.9	80.75	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	0	0	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8	3.46	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.69	4.4	1.91	12115.8	4.41
Unknown	6.5	15.04	32.1	13.88	18854.3	6.86
Total Teaching Positions	43.4	100	231.4	100	274759.1	100

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.4	90.18	186.1	84.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.1	3.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.8	2.18	11953.1	4.28
Unknown	3.8	9.8	22.5	10.23	15831.9	5.67
Total Teaching Positions	39.3	100	220.7	100	279044.8	100

Teacher Preparation and Placement / Authorization/Assignment	School Year 2022-23					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.1	91.73	190.3	86.05	231142.4	100
Intern Credential Holders Properly Assigned	00.0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	6.8	15	6.78	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.5	2.07	11746.9	4.23
Unknown	0.5	1.42	11.2	5.09	14303.8	5.15
Total Teaching Positions	41.6	100	221.2	100	277698	100

*Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.*

## 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 2022-23 school year, Beverly Hills Unified School District spent an average of \$30,415 of total general funds to educate each student (based on 2022-23 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries		
2022-23		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	64,381	54,930
Mid-Range Teacher Salary	101,742	85,386
Highest Teacher Salary	123,013	111,172
Average Principal Salaries:		
Elementary School	169,252	136,564
Middle School		141,339
High School	209,724	153,241
Superintendent Salary	313,079	224,537
Percentage of Budget For:		
Teacher Salaries	28.92	28.69
Administrative Salaries	6.41	5.55

For detailed information on salaries, see the CDE Certified

Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hawthorne Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

### Disclosure

The statistical information disclosed in this report is 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. Data to prepare the instructional materials sections was acquired in November 2024 and the school facilities section was acquired in February 2025.

### Expenditures Per Pupil and School Site Teachers Salaries

2022-23

Dollars Spent Per Student					
Expenditures Per Pupil	Hawthorne	BHUSD	% Difference - State Average for		
			School and District	Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	14,219	N/A	N/A	N/A	N/A
Restricted (Supplemental)	415	N/A	N/A	N/A	N/A
Unrestricted (Basic)	13,804	14,230	97.0%	10,771	128.2%
Average Teacher Salary	103,081	111,421	111.2%	87,655	117.6%

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs, including but not limited to:

- A-G Completion Grant
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure & Training Funds
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education

