

# Beverly Hills Unified School District



**BEVERLY HILLS**  
UNIFIED SCHOOL DISTRICT  
EDUCATIONAL EXCELLENCE

## Horace Mann Elementary School



### 2024-25 Annual School Accountability Report Card

A Report of 2024-25 Activity Published in February 2026

#### Horace Mann Elementary School

Grades TK-5

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#### Principal's Message

Welcome to Horace Mann Elementary School! Our school is a place to be proud of. We have a long tradition of educational excellence, with consistently high achievement levels and standardized assessment scores which place us among the top schools in California. Moreover, our students understand that their success is measured through their character and leadership as much as it is by their grades and test scores.

In this report card, we present our progress in fulfilling our responsibility to provide a stimulating, standards-based program in a safe and secure setting. Information about the quality of our instructional program and teaching staff will demonstrate our ability to prepare your children for future success. Together, all of us help to make Horace Mann a rich, diverse, and inspiring place to be. It is a pleasure being a part of the Horace Mann family.

#### 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. More than 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 and Vision

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

#### School Description

Horace Mann Elementary School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2024-25 school year, Horace Mann Elementary School served 578 students in grades TK-5. Student enrollment included 15.9% receiving special education services, 19.4% qualifying for English Language Learner support, 0.5% homeless youth, and 29.8% socioeconomically disadvantaged.

Horace Mann Elementary School offers students in the surrounding community the best in standards-based curriculum, family support, and technology, enabling students to become leaders in the new millennium. Every staff member is dedicated to educational excellence and personally committed to meeting the learning needs of each student. The instructional program challenges students to achieve their highest potential, discover their talents, and develop their unique abilities.

#### School Mission

Educational Excellence.

#### School Vision

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

### Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	47.2%
Male	52.6%
Non-Binary	0.2%
American Indian or Alaska Native	0.0%
Asian	13.0%
Black or African-American	2.2%
Filipino	0.5%
Hispanic or Latino	13.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	9.5%
White	54.7%
English Learners	19.4%
Foster Youth	0.0%
Homeless	0.5%
Migrant Services	0.0%
Socioeconomically Disadvantaged	29.8%
Students with Disabilities	15.9%

### Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Transitional Kindergarten	51
Kindergarten	81
Grade 1	87
Grade 2	90
Grade 3	85
Grade 4	66
Grade 5	118
<b>Total Enrollment</b>	<b>578</b>

### 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

Horace Mann Elementary School is very proud of the extraordinary support of its families and its strong connection to the Beverly Hills community. Parents are encouraged to participate fully by volunteering their time, attending school events, or sharing in the decision-making process. Staff welcome parents to help out in the classroom and with community service projects. Fundraising activities and other school activities provide opportunities for parents to interact with school staff while supporting their children's efforts. Informational events such as the annual orientation for new students and their parents, the annual meeting for parents of incoming TK & kindergarten students, parenting workshops, and the annual English Learner Advisory Council meeting are instrumental in creating a positive connection to staff and the school environment.

The Principal's Advisory Council (PAC) and Parent Teacher Association (PTA) provide leadership opportunities for parents seeking input into curricular programs and financial planning. Parents requesting more information about becoming an active member in the school community may contact the school office, PTA president, or PTA Volunteer Coordinator at (310) 551-5104.

A wide variety of activities and special events held throughout the year provide opportunities for parents to support their child's accomplishments. The district's PTA Council sponsors several single-session parent workshops throughout the year.

**School-to-Home Communication**

A variety of formats are used to communicate school news to parents. The PTA publishes a weekly newsletter which includes school information, and a calendar of events; the weekly newsletter, the Husky Howler, is emailed to all parents who have registered their email address through the PTA's website. The newsletter is sent out to parents weekly on Sundays as reminders for upcoming activities. Most school-to-home communications are distributed through phone calls, email, or the school website.

Administration sends out a weekly newsletter entitled, "The Weekly Woof," which updates the community on school happenings and upcoming events. This includes notes from the principal, counselor, technology coach, grade levels, and a calendar. School staff, parents, and community members communicate through district provided email addresses for staff.

Students in grades 3-5 may be given an "Agenda" which is primarily used for recording lesson assignments; however, designated areas within the Agenda may be used to facilitate written two-way communication between parents and teachers.

Parents may access Horace Mann Elementary School's website at <http://hm.bhusd.org> for general information about the school, staff email, activities, homework, schedules, and school news.

**Student Achievement**

**Physical Fitness**

In the spring of each year, Horace Mann 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.

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/).

**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 Test % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94.9%	97.4%	96.6%	97.4%	97.4%

*Note: The administration of the PFT requires only participation results for these five fitness areas.  
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in Science for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	56.04	54.39	42.59	45.45	30.73	32.33

*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.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*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.*

**CAASPP Test Results in Science by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	117	116	99.15	0.85	53.45
Female	53	53	100	0	47.17
Male	63	63	100	0	58.73
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100	0	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100	0	56.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	53.33
White	68	68	100	0	52.94
English Learners	21	21	100	0	28.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	40.54
Students with Disabilities	21	20	95.24	4.76	25.00

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in ELA and Mathematics for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	70.0	69.0	68.0	71.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	62.0	66.0	57.0	62.0	35.0	37.0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*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.*

**CAASPP Test Results in ELA by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	267	255	95.51	4.49	69.41
Female	118	111	94.07	5.93	72.07
Male	148	144	97.30	2.70	67.36
American Indian or Alaska Native	0	0	0	0	0
Asian	38	33	86.84	13.16	78.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	52.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	73.53
White	145	141	97.24	2.76	73.05
English Learners	42	32	76.19	23.81	34.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	64	62	96.88	3.12	56.45
Students with Disabilities	50	48	96.00	4.00	50.00

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in Math by Student Group  
2024-25**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b># Tested</b>	<b>% Tested</b>	<b>% Not Tested</b>	<b>% Met or Exceeded</b>
<b>All Students</b>	<b>267</b>	<b>264</b>	<b>98.88</b>	<b>1.12</b>	<b>66.29</b>
<b>Female</b>	<b>118</b>	<b>117</b>	<b>99.15</b>	<b>0.85</b>	<b>63.25</b>
<b>Male</b>	<b>148</b>	<b>147</b>	<b>99.32</b>	<b>0.68</b>	<b>68.71</b>
<b>American Indian or Alaska Native</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Asian</b>	<b>38</b>	<b>38</b>	<b>100</b>	<b>0</b>	<b>73.68</b>
<b>Black or African American</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Filipino</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Hispanic or Latino</b>	<b>37</b>	<b>36</b>	<b>97.30</b>	<b>2.70</b>	<b>52.78</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Two or More Races</b>	<b>35</b>	<b>34</b>	<b>97.14</b>	<b>2.86</b>	<b>73.53</b>
<b>White</b>	<b>145</b>	<b>144</b>	<b>99.31</b>	<b>0.69</b>	<b>68.75</b>
<b>English Learners</b>	<b>42</b>	<b>41</b>	<b>97.62</b>	<b>2.38</b>	<b>24.39</b>
<b>Foster Youth</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Homeless</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Military</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Migrant Services</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Socioeconomically Disadvantaged</b>	<b>64</b>	<b>63</b>	<b>98.44</b>	<b>1.56</b>	<b>53.97</b>
<b>Students with Disabilities</b>	<b>50</b>	<b>48</b>	<b>96.00</b>	<b>4.00</b>	<b>52.08</b>

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## School Facilities & Safety

### Facilities Profile

Horace Mann Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1929; the auditorium, three-story tower, classrooms, and a 25,000 square-foot playground were added between 1934 and 1976. Horace Mann Elementary School has completed construction of a new gate to expand the front entrance and to facilitate ease of drop-off/pick-up along with new landscaping on the campus.

Campus Description	
Year Built	1929/2016
Acreage	5.16
Square Footage	68,371
	Quantity
Permanent Classrooms	37
Portable Classrooms	0
Restrooms (Sets)	7
Science Lab	1
Cafeteria	1
Library	1
Auditorium	1
Counseling Office	1
Health Office	1
Locker Rooms	1
Psychologist Office	1
Conference Rooms	1
MakerSpace	1
Teacher Workrooms/ Collaboration Rooms	1

### Supervision & Safety

The Beverly Hills Police Department provides traffic control officers in the morning and after school. Crossing guards are on duty at the nearest major intersections as students travel to and from school. Each morning as students arrive on campus, playground aides monitor the playground areas. An armed security guard is present for visual deterrence. He monitors the exterior buildings and streets. Two security guards share shifts and check visitors in and out at the front office. They use the Raptor Security ID System, where visitors present their ID, and their background is checked before entering campus to ensure the safety of students. During recesses and lunch, playground aides share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, playground aides monitor the main exits to ensure safe egress points and remain on campus until 4:00 p.m.

The principal, assistant principals, custodians, school office, counselor, and playground aides carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in with private security personnel at the front gate upon arrival. No visitors are allowed to enter except through the main office until they have been cleared by security.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Horace Mann 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 school's most current school site safety plan was reviewed, updated and shared with school staff in November 2025.

### 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 Horace Mann Elementary School's office.

Maintenance & Operations (M&O) employs a work order process enabling Horace Mann Elementary School 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 and three full-time evening custodians are assigned to Horace Mann Elementary School and works closely with school 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 day custodian inspects 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 grounds and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms four times a 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; daily duties include cleaning student desktops. The groundskeeper is responsible for general landscaping and irrigation projects throughout the Horace Mann campus.

### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: December 22, 2025	Good	Fair	Poor	
Systems	X			Unisex Restroom – Dirty vent
Interior Surfaces	X			Admin – Formica is chipping on swing door; A-109 – Ceiling tiles have water stains (hallway); A-120 – Hole in interior wall; A-132 – Floor tile is damaged and lifting; A-135/Cafeteria – Plaster is chipped exposing metal; Staff Workroom – Formica trim is missing on countertop; MPR – Plaster is chipping exposing metal; Auditorium – Paneling is peeling on seats
Cleanliness	X			A-103/Records, A-112, A-204, A-203, A-200, 154, 233, 224 – Unsecured items are stored too high
Electrical	X			Admin, A-106/Principal – Surge protectors are daisy-chained; A-107/Library – Multiple can lights are out; A-114 One can light out; Girls' Restroom – Can light is out at entry; 176 – Multiple light panels are out; Boys' Restroom – One can light is out at entrance
Restrooms/Fountains		X		A-114 – Drinking fountain has a sporadic flow; A-123 – One stall is out of order; A-205 – Drinking fountain handle is broken; Boys' Restroom – One faucet has no flow and is loose at base; Girls' Restroom, Womens' Restroom – Menstrual products are not readily available; 182/Prep Room – Faucet has no flow; 227 – Drinking fountain handle is broken
Safety	X			Admin, A-103/Records, 223 – Paint is peeling on interior wall; A-128 – Improperly stored cleaning supplies; 151, 176 – Paint is peeling on interior wall (in hallway); Boys' Restroom – Emergency exit light is not functioning (hallway), paint is peeling on interior wall (in hallway); 239, 222 – Emergency exit light is not functioning
Structural	X			231 – Crack in exterior wall (stairwell)
External	X			

### Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		X		

**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.

#### Facilities Inspections

Horace Mann 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 Horace Mann Elementary School took place on December 22, 2025. Schools are required by state law to report the condition of their facilities; the School Facilities Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses.

#### Classroom Environment

##### Enrichment Activities

Students are encouraged to participate in Horace Mann 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 city's parks and recreation department offers a variety of classes after school. Horace Mann Elementary School supports a vibrant fine and performing arts program through classroom instruction, annual showcases of student work, concerts, special assemblies, the Reflections art contest, and/or field trips.

Classes and/or clubs may be offered before or after school or at lunch to enhance the educational experience. These other classes/clubs may be offered according to teacher interest and/or scheduling.

##### Class Size

The Class Size Distribution table in this report illustrates 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				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	18	14	12	
1	18	28		
2	15	27		
3	18	34		
4	20	10	18	
5	22	4	29	1
2023-24				
K	17	7	12	
1	19	27		
2	18	21	6	
3	19	4	17	
4	25	3	24	
5	21	3	24	
2024-25				
K	19	19	8	
1	20	4	23	
2	21	3	24	
3	20	3	23	
4	19	5	17	
5	27	3	24	

*\*Number of classes indicates how many classes fall into each size category (a range of total students per class).*  
*\*\*\*"Other" category, if applicable, is for multi-grade level classes.*

### Discipline & Climate for Learning

Horace Mann Elementary School provides a safe, stimulating learning environment and takes pride in its high standards of scholarship and citizenship, setting a positive tone for the school. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for self-discipline.

School staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Character education instruction and discipline models are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

Suspensions & Expulsions			
	22-23	23-24	24-25
		School	
% Students Suspended	0.99	1.02	0.83
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.99	2.73	2.15
% Students Expelled	0.00	0.22	0.00
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.83	0.00
Female	0.00	0.00
Male	1.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.82	0.00
White	0.31	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.03	0.00
Students with Disabilities	0.00	0.00

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

Teachers have established grade-appropriate classroom management and incentive programs to maintain an effective learning environment. All parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding.

Just as students are taught academic skills, through PBIS students are taught behavior expectations. Students are acknowledged and awarded for making safe, responsible and respectful choices.

Progressive disciplinary measures begin in the classroom when students choose not to follow school expectations. Students who continue to make poor choices in conduct are referred to the assistant principal; 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 consistent manner.

**Chronic Absenteeism**

The chart in this report identifies the chronic absenteeism rates by student group for the Horace Mann Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

**Chronic Absenteeism by Student Group  
2024-25**

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	597	78	13.1
Female	285	281	37	13.2
Male	315	315	41	13.0
American Indian or Alaska Native	--	--	--	--
Asian	81	81	8	9.9
Black or African American	15	14	1	7.1
Filipino	--	--	--	--
Hispanic or Latino	79	79	14	17.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	55	55	11	20.0
White	325	322	39	12.1
English Learners	126	126	16	12.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	194	191	32	16.8
Students with Disabilities	116	115	24	20.9

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## 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.

Horace Mann Elementary School sponsors supplemental site-based staff training activities on late start Wednesdays.

During the 2023-24, 2024-25, and 2025-26 school years, Beverly Hills Unified School District offered professional development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District-sponsored workshops offered included the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
<b>2023-24</b>	<b>3 days</b>
<b>Professional Learning Communities</b> <b>Math Instruction</b> <b>iReady &amp; NWEA Adoptions/Implementations</b> <b>AI Utilization</b>	
<b>2024-25</b>	<b>3 days</b>
<b>Introduction to the News Literacy Project: Trustworthy</b> <b>Supporting our English Learners in the Classroom</b> <b>Contentious Conversations in the Classroom</b> <b>Workplace Violence &amp; Personal Service Updates</b> <b>PLC Expectations &amp; Cycles</b> <b>Danielson Teaching Framework &amp; Evaluation Cycle</b>	
<b>2025-26</b>	<b>3 days</b>
<b>IM Math Implementation and Training</b> <b>Getting Reading Right Bootcamp</b> <b>Writers' Workshop</b> <b>Special Education Accommodation Implementation</b> <b>English Language Development Strategies in the Classroom</b> <b>Bullseye Training - Charlotte Danielson Framework for Teaching</b> <b>National Geographic Science Training &amp; Implementation</b> <b>iReady Data Review and Training</b> <b>PLC At Work Institute</b> <b>AVID Implementation and Training</b> <b>Dual Immersion Implementation &amp; Training</b> <b>NWEA MAP Growth Training &amp; Implementation</b> <b>Kids Managing Conflict - Peer Mediation</b>	

During the 2024-25 school year, professional development activities focused on:

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

Throughout the year Horace Mann Elementary School's teachers are given the opportunity to attend professional conferences, returning to campus to share and train fellow teachers on the innovations and strategies learned as they relate to current practices and programs. Attendance and participation is based on each individual teacher's areas of expertise and responsibility.

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.

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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
<b>English Language Arts</b>			
2016	Benchmark Education: Benchmark Advance	Yes	0%
<b>History-Social Science</b>			
2007	Scott Foresman: History Social Science for California "Learn and Work"	Yes	0%
2007	Scott Foresman: History Social Science for California "Time and Place"	Yes	0%
2007	Scott Foresman: History Social Science for California "Then and Now"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our Communities"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our California"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our Nation"	Yes	0%
<b>Mathematics</b>			
2013-2014	Pearson: enVisionMATH California Common Core © 2015	Yes	0%
<b>Science</b>			
2022	Cengage Learning: National Geographic Learning - Exploring	Yes	0%

### 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 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On September 30, 2025 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 #2025-2026-05 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 2025-26 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 Horace Mann Elementary School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork among the principal, assistant principals, and school Instructional Leadership Team (ILT) ensures both curricular and operational components of Horace Mann function properly.

The principal is responsible for day-to-day operations and the overall instructional program; the assistant principals oversee student discipline, school safety, SST process, special education programs, positive reinforcement programs, Title I and English Language Development.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the leadership team, grade level teams, intervention team, and department teams are used to guide curricular programs. The school's leadership team is comprised of the principal, assistant principals, counselor, grade level representatives, and department representatives. The leadership team collaborates approximately once a month to identify ways to improve student learning, discuss current issues on campus, resolve concerns, plan agendas for teacher planning time, plan staff development activities, and implement programs aligned to school goals and student achievement while addressing the LCAP District Strategic Plan. Grade level and department representatives serve as liaisons between school administrators and their grade level teams and departments.

The Principal Advisory Council (PAC) is comprised of administrators, teachers, and parents and meets 3-4 times per year. The PAC 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 currently being aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced California Common Core State Standards aligned program. Horace Mann 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 Success Team (SST). The SST is responsible for addressing barriers that impact the ability of a student to perform at his or her potential, 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 classroom instruction, academic intervention support, small group instruction, and/or counseling.

### ***Special Education Services***

Horace Mann Elementary School has adopted the Specialized Academic Instruction (SAI) model to service students with an IEP and qualifying for special education support. The special education program is supported by highly qualified, caring staff. Students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. A team of specialists including Adaptive PE, Behaviorist, Occupational Therapist, Psychologist, Speech Therapist, and Special Education Teachers provide designated services based upon student needs. A team of five special education teachers are responsible for providing academic support to students with special needs. Push-in and pull-out instructional support is designed to help students understand lesson assignments, modify lessons to accommodate students' abilities, and identify modifications to help students benefit from general education experiences. 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.

### ***English Language Development (ELD)***

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English Learners. TK-5 EL students are provided differentiated instruction in the general education classroom. Teachers use SDAIE (Specially Designed Academic Instruction in English) to promote language acquisition skills, academic achievement, and cross-cultural skills. One full-time EL teacher provides instruction for English Learners in both individual and small group setting; lessons focus on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase

fluency in the English language, Horace Mann Elementary School continues to monitor their performance through the ELPAC and adjusts instruction as needed to ensure continued success.

### ***Gifted & Talented Education***

Horace Mann 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 depth, complexity or degree of novelty.

### ***Intervention Programs***

Horace Mann 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 Horace Mann Elementary School's intervention programs is based on recent student data with groups remaining fluid based on student achievement. Other sources of referrals may be the Student Success Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- Two full-time intervention teachers and one instructional aide provides push in/pull out services for students in grades K-5.
- District after-school tutoring program for students who qualify for tutoring which is provided through a vendor.

## ***Professional Staff***

### ***Support Services Staff***

Support services staff are instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The counselor provides academic guidance, conducts classroom visits to discuss social issues and conflict resolution, and identifies and resolves diverse issues interfering with a student's ability to learn and succeed in school. The district's technology specialists work with students and staff to identify 1) technology-based tools, 2) software programs, and 3) teacher training to support and improve academic achievement.

The psychologist is available to assist with academic, social, and emotional issues as well as provide assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). The nurse conducts health screening programs; the health technician provides basic first aid as well as consistent, comprehensive health care services.

**Academic Counselors & Other Support Staff  
(Nonteaching Professional Staff)  
2024-25**

	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	1.0
School Nurse	1	0.2
Health Technician	1	1.0
Adaptive PE Specialist	1	0.2
Occupational Therapist	1	1.0
Counselor	1	1.0
Library Technician	1	1.0
Information Technology Specialist	1	1.0
Average Number of Students per Academic Counselor	583	
<i>Note: 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.</i>		

**Teacher Assignment**

The charts in this report identify the number of teachers at the Horace Mann 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 Horace Mann 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 teacher.

**Teachers Without Credentials and Misassignments  
(Considered "Ineffective" under ESSA)  
Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	1.0	3.0	1.0
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.0</b>	<b>3.0</b>	<b>1.0</b>

**Credentialed Teachers Assigned Out-of-Field  
(Considered "out-of-field" under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Class Assignments / Indicator**

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	10.9	14.7	12.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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 Placement Authorization

	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
<b>2023-24</b>						
School #	34.0	0.0	1.0	0.0	4.0	39.0
School %	87.18	0.0	2.56	0.0	10.26	100.0
District #	177.6	0.1	13.3	3.6	12.4	207.2
District %	85.7	0.08	6.45	1.74	6.02	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
<b>2022-23</b>						
School #	36.6	0.0	3.0	0.0	3.5	43.1
School %	84.95	0.0	6.95	0.0	8.1	100.0
District #	190.3	0.0	15.0	4.5	11.2	221.2
District %	86.05	0.0	6.78	2.07	5.09	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<b>2021-22</b>						
School #	37.2	0.0	1.0	0.0	4.2	42.4
School %	87.74	0.0	2.36	0.0	9.91	100.0
District #	186.1	0.0	7.1	4.8	22.5	220.7
District %	84.32	0.0	3.26	2.18	10.23	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

*Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned 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.

<b>Teacher and Administrative Salaries 2023-24</b>		
	<b>District</b>	<b>State Average of Districts in Same Category</b>
<b>Beginning Teacher Salary</b>	<b>\$67,641</b>	<b>\$57,978</b>
<b>Mid-Range Teacher Salary</b>	<b>\$106,893</b>	<b>\$89,611</b>
<b>Highest Teacher Salary</b>	<b>\$129,240</b>	<b>\$117,194</b>
<b>Superintendent Salary</b>	<b>\$313,079</b>	<b>\$234,075</b>
<b>Average Principal Salaries:</b>		
<b>Elementary School</b>	<b>\$175,694</b>	<b>\$143,632</b>
<b>Middle School</b>	<b>\$184,848</b>	<b>\$149,446</b>
<b>High School</b>	<b>\$203,764</b>	<b>\$162,334</b>
<b>Percentage of Budget:</b>		
<b>Teacher Salaries</b>	<b>28.43%</b>	<b>27.81%</b>
<b>Administrative Salaries</b>	<b>6.12%</b>	<b>5.47%</b>
<b>For detailed information on salaries, see the CDE Certificated Salaries &amp; Benefits web page at <a href="https://www.cde.ca.gov/ds/fd/cs/">https://www.cde.ca.gov/ds/fd/cs/</a>.</b>		

### Expenditures Per Student

For the 2023-24 school year, Beverly Hills Unified School District spent an average of \$31,720 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure & Training Funds
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco-Use Prevention Education

## Expenditures Per Pupil and School Site Teacher Salaries 2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
<b>Total**</b>	\$14,962	N/A	N/A	N/A	N/A
<b>Restricted</b>	\$445	N/A	N/A	N/A	N/A
<b>Unrestricted</b>	\$14,517	\$14,269	101.7%	\$11,146	130.2%
<b>Avg Teacher Salary</b>	\$127,839	\$117,061	109.2%	\$92,686	137.9%

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

### SARC Data & Internet Access

#### *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 Horace Mann 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 (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 2025 and the school facilities section was acquired in February 2026.