

BEVERLY HILLS UNIFIED SCHOOL DISTRICT



HORACE MANN SCHOOL



2006-07 Annual School Accountability Report Card

A Report of 2006-07 Activity Published in November 2007

Horace Mann School

Grades K-8
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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2007.

PRINCIPAL'S MESSAGE

Welcome to Horace Mann School! Our school is a place to be proud of. We have a long tradition of academic excellence, with consistently high achievement levels as demonstrated by our Academic Performance Index (API), which places 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, and I welcome your feedback and insights about ways we can continue to improve and to make this school all that it can be.

Sincerely,
Dawnalyn Murakawa-Leopard, Principal

DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 5,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2006-07 school year, Horace Mann School served 706 students in grades K-8. Student enrollment included 8.6% receiving special education services, 9.1% qualifying for English Language Learner support, and 8.8% qualifying for free or reduced-price lunch. Middle school students (grades 6-8) are in a "school within a school" setting, rotating between classes for individual subject area lessons.

As a California Distinguished School, Horace Mann 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 academic 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.

DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

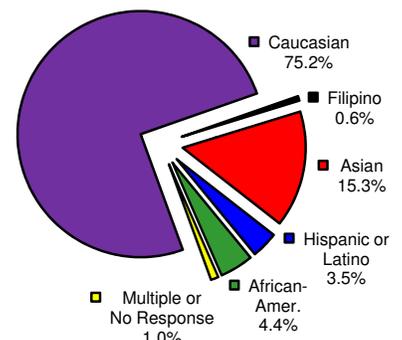
SCHOOL MISSION

Our mission at Horace Mann School is to empower students to become independent, self-motivated learners who function productively in society and who are prepared to continue on into higher education.

PARENT INVOLVEMENT

Horace Mann School is very proud of the extraordinary support of its parents 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, with the playground equipment cart at lunch, and with community service projects. Fundraising activities and other school activities including School Safety Week, Banking Day, and the Lunch Bunch provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council and Parent Teacher Association 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 or PTA president at (310) 551-5104.

Percentage of Students by Ethnicity
2006-07 Enrollment: 706



Horace Mann School sponsors three, three-session parent education seminars each year. Once a month for three months, a team of certificated teachers and parents works with attending parents to provide the tools, skills, and strategies to support the learning process at home. Topics of each workshop are driven by the needs and interests expressed by participating parents. In addition, 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 "Wednesday Packet" is distributed weekly and includes important information about school activities and special announcements. Also, each week, the PTA publishes a newsletter which includes school information and a calendar of events and is e-mailed to all parents in the school's e-mail database.

Students in grades 3-5 receive 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. Students in grade 6-8 are given the option to purchase an Agenda.

Parents may access Horace Mann School's website at hm.bhusd.org for general information about the school, staff e-mail, activities, homework, schedules, and school news. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

STUDENT ACHIEVEMENT

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

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Horace Mann	BHUSD
Overall School Results	Yes	Yes
Participation Rate - 2006-07 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2006-07 Target Rate - 24.4%		
Math	Yes	Yes
2006-07 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		

evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/ accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

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

STANDARDIZED STATE ASSESSMENTS

Students at Horace Mann School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas

and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2004-05, the Aprenda 3 in 2005-06 and 2006-07, and the California Alternative Performance Assessment (CAPA)

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

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

CAT/6 Test Results All Students									
Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Horace Mann			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Reading	62	56	57	64	61	61	41	42	42
Math	78	72	70	78	76	75	52	53	53

Only third and seventh grade students take the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups								
Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07								
Horace Mann								
	Amer. Indian or Alaskan Native		Asian	Filipino	Hispanic or Latino		Pacific Islander	Caucasian
	African- Amer.	Alaskan Native			Hispanic or Latino	Pacific Islander		
Reading	36		67	*	*			56
Math	36		82	*	*			71

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

In cases where a % is not provided, no students were tested in the subgroup or subject area.

Other Numerically Significant Subgroups							
Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07							
Horace Mann							
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
Math	73	68	62	56	32		

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Horace Mann			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	69	72	70	72	73	73	40	42	43
Math	69	72	71	69	70	66	38	40	40
Science	46	69	71	61	69	67	27	35	38
History	60	68	52	64	65	56	32	33	33

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

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2006-07**

	Horace Mann						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	53	*	79	*	43		71
Math	40	*	87	*	50		71
Science	*	*	86	*	*		72
History	*		55		*		52

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

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2006-07**

	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	66	75	35	41	26	
Math	73	69	61	63	33	
Science	78	64	33	27	38	
History	51	54	*	*	27	

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

	2007 API Score	API Rank		
		04-05	05-06	06-07
Statewide Rank		9	9	*
Similar Schools Rank		3	6	*
Results	2007 API Score	Increase/Decrease in API		
Schoolwide - All Students	872	04-05	05-06	06-07
Ethnic Subgroups				
Asian	914		-17	3
Caucasian	873	2	11	3

** This information was not available at the time of publishing. Visit <http://dq.cde.ca.gov/dataquest/> for the most current API reports.*

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

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

PHYSICAL FITNESS

In the spring of each year, Horace Mann School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 13.3% of the fifth grade students and 32.4% of the seventh grade students were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

ACADEMIC PERFORMANCE INDEX

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

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Horace Mann School received Title I Targeted Assistance funding and is therefore required to

comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and

Title I Program Improvement (PI) Status

	Horace Mann	BHUSD
PI Status	Not In PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Horace Mann 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.

Campus Description

Year Built	1929
Acreage	5.16 ac
Square Footage	69,929 sq. ft.
Number of Buildings	5
	Qty.
# of Permanent Classrooms	45
# of Portable Classrooms	3
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Computer Lab	2
Counseling Office	1
Health Office	1
Library	1
Locker Rooms	1 set
Science Lab	1
Staff Lunch Room	1
Teacher Work Area	1

2006-07 Campus Improvement Projects

- Renovation of restrooms and auditorium began

2007-08 Campus Improvement Projects

- Completion of student restroom restoration
- Completion of auditorium restoration which will include refurbishing seating and flooring systems and painting interior walls
- Installation of new flooring in Room 108
- Removal and replacement of concrete in kindergarten playground

SUPERVISION & SAFETY

The Beverly Hills Police Department provides police officers for traffic control in the morning and after school. Crossing guards are on duty at the nearest major intersection as students travel to and from school. One school resource officer is on campus to help with supervision, drug abuse prevention education, and minor discipline issues. Each morning as students arrive on campus, three playground aides monitor the playground areas. During recesses and lunch, playground aides, the principal and assistant principal, and the school resource officer share supervision of

students on the playground and in the cafeteria. When students are dismissed at the end of the day, playground aides monitor exit areas to ensure students depart in a safe and orderly manner. A representative from the city's parks and recreation department remains on the playground from 2:30 p.m. to 6:00 p.m., offering supervision for students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, school resource officer, groundskeeper, 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 at the school office upon arrival.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Horace Mann 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 and updated in December 2006, shared with school staff in January 2007, and approved by the School Site Council in February 2007.

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 School's office.

Maintenance & Operations (M&O) employs a work order process enabling Horace Mann 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, three full-time evening custodians, and one groundskeeper are assigned to Horace Mann School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian and groundskeeper inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodian is responsible for general custodial functions, supervision of evening custodians, and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms at least four times a day to ensure they are clean and adequately stocked. During the 2006-07 school year, all restrooms were fully operational, in good working condition, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other

facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

Horace Mann 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 School took place on October 7, 2007. 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.

School Facility Good Repair Status

Item Inspected	Status		
	Good	Fair	Poor
Most Recent Inspection: October 7, 2007			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>	

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Horace Mann School received \$416.38 of deferred maintenance funds which were used to help fund campus improvement projects.

CLASSROOM ENVIRONMENT

CLASS SIZE

Horace Mann School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of K-3 classes at Horace Mann School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes

2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	17.7	3		
2	19.7	3		
3	20.0	3		
4	25.0		3	
5	26.7		3	

2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	3		
1	19.7	3		
2	20.0	3		
3	17.3	4		
4	24.0		3	
5	28.7		3	

2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	19.7	3		
2	20.0	3		
3	20.3	2	1	
4	24.7		3	
5	27.7		3	

DISCIPLINE & CLIMATE FOR LEARNING

Horace Mann School provides a disciplined, 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.

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

At the beginning of the school year, each student receives a copy of the Student Responsibility Contract. Teachers have established grade-appropriate classroom management and incentive programs based on Horace Mann's Student Responsibility Contract to maintain an effective learning environment; parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding.

School and classroom rules are posted in each classroom. During the first week of school, the assistant principal conducts a discipline assembly to discuss school rules, safety procedures, consequences for poor behavior, and academic expectations; teachers reinforce student responsibilities in class discussions. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, assemblies, and in-class discussions with their teacher, the counselor, or principal.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to school administrators; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions & Expulsions

	Horace Mann		
	04-05	05-06	06-07
Suspensions (#)	45	71	76
Suspensions (%)	6.33%	9.92%	10.76%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	BHUSD Elementary Schools		
	04-05	05-06	06-07
Suspensions (#)	167	227	274
Suspensions (%)	5.67%	7.80%	9.57%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.03%	0.00%

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

Eighth grade students may be nominated by their teachers to join the Spartans. Selected students serve as role models, provide leadership, and help patrol hallways during transition periods.

Horace Mann School's classroom and schoolwide recognition programs reinforce behaviors associated with the *Beverly Hills Way* and Student Responsibility Contract. Students who engage in positive behavior are rewarded through the Purple Power Card program; students receive acknowledgement for their good deeds and classrooms can earn rewards for accumulating significant numbers of cards. Students demonstrating *Beverly Hills Way* behaviors, outstanding citizenship, and meeting academic goals are honored at awards assemblies held at the end of each trimester for grades K-5 and at the end of the semester for grades 6-8. Honors include:

- Academic Achievement (grades 1-5)
- Character Traits (grades 1-5)
- Summer Reading (medals for reading progress)
- Academic Achievement & Leadership (grades 6-8)
- Youth Recognition Award (Optimist Club, annually)
- Speech Contest (grades 6-8)
- Student Athlete Award (1 boy/1 girl, annually)
- Positive Leadership (Eighth grade, annually)

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Horace Mann 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. The chess club meets every day at lunch. Horace Mann 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 field trips to theaters, high school performances, and the Music Center. The PTA sponsors science activities once a month in the science lab; activities support class lessons. The district sponsors after-school intramural sports programs for basketball, flag football, and soccer to promote teamwork and good sportsmanship.

INSTRUCTIONAL TIME

During the 2006-07 school year, Horace Mann School offered 180 days of instruction comprised of regular, minimum, and early release days as illustrated in the table provided. Grades K-5 were provided modified days for parent conferences; grades 6-8 were provided modified days for parent conferences and for teachers to collaborate concerning middle school issues and instructional strategies.

All instructional minutes offered at Horace Mann School during the 2006-07 school year met or exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2006-07		
Grade Level	Actual Minutes Offered	State Requirement
	K	40,170
1-3	51,450	50,400
4-5	54,510	54,000
6-8	67,152	54,000

Grade Level	Total Modified Days	Total Regular Days
	K	5
1-3	10	170
4-5	11	169
6-8	16	164

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and districtwide goals.

During the 2006-07 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessment types (formative and summative) and how best to utilize these assessments to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

A portion of staff development days were allocated to site-based needs and held at each of the school sites. Supplemental site-based staff training activities take place on early release

days and during staff meetings. During the 2006-07 school year, Horace Mann School sponsored three days of staff development activities focusing on: 1) developing an understanding of student learning, 2) collaborative assessment conferences, and 3) developing leadership capacity.

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	3

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2006-07 school year included:

- Benchmark Assessments (ongoing)
- Differentiated Instruction (elementary grades)
- Disaster Awareness Response Training (DART)
- Professional Learning Communities

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. 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. Long-term substitutes are invited to participate in district staff development activities. All instructional aides were included in the DART training and invited to special workshops emphasizing classroom management skills, content knowledge, and instructional strategies to improve their effectiveness when providing academic intervention and support. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

INSTRUCTIONAL MATERIALS

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

On October 9, 2007, at 7:00 p.m., 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 #2006-2007-001 which certifies as required by Education Code §60119.1 that 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.

SCHOOL LEADERSHIP

Leadership at Horace Mann School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensures both curricular and operational components of Horace Mann function properly. The principal is responsible for day-to-day operations and the overall instructional program; the assistant principal oversees student discipline, school safety, assemblies, and positive reinforcement programs.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the leadership team, grade level teams, and department teams are used to guide curricular programs. The school's leadership team is comprised of the principal, assistant principal, grade level representatives, and department representatives. The leadership team collaborates 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. Grade level and department representatives serve as a liaison between school administrators and their grade level teams and departments.

Dr. Dawnalyn Murakawa-Leopard joined Horace Mann School as principal at the beginning of the 2003-04 school year. She has served in the educational field for 16 years and has been with the Beverly Hills Unified School District since 2002. Professional certifications include a doctorate in educational leadership, a master's degree in education, a bachelor's degree in American Studies, and a Professional Clear Administrative Services Credential.

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

District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2001	Houghton	<i>Mathematics</i>	K-5
2001	McDougal	<i>Mathematics: Concepts & Skills</i>	6-8
2001	McDougal	<i>Mathematics; Structure & Method</i>	7-8
Language Arts			
2002	Houghton	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless Themes</i>	6-8
Science			
2001	Harcourt	<i>Harcourt Science</i>	K-5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2007	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2007	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2007	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2007	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Horace Mann 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 a Student Study Team (SST). Each team is responsible for addressing barriers that affect 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 class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Horace Mann School's special education program is supported by highly qualified, caring staff. Special education teachers and aides provide full-day instruction in two special day classes. One speech therapist and one psychologist provide designated services based upon student needs. Two resource specialists provide individual and small group instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed 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. EL students are provided differentiated instruction in the general education classroom. One full-time EL teacher collaborates with general education teachers to support classroom instruction for beginning level English Learners; individual and small group tutoring is provided outside the general education classroom and 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, Horace Mann School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Horace Mann School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive differentiated instruction by their class teachers; GATE students in grades 6-8 are placed in honors or advanced classes. Students are invited to participate in district-sponsored educational field trips and GATE workshops held after school, on weekends, or during regular school hours.

Horace Mann 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 School's intervention programs typically comes from the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Students placed in mandatory intervention courses in lieu of an elective must score at the proficient or advanced level on state assessments to exit the course. Intervention strategies may include:

- Morning Math, grades 4-7: before-school math tutoring four days a week for 40 minutes a day to help students reach grade level proficiency standards
- Math Elective, grade 8: during school mandatory class for students performing below grade level standards
- AVID, grades 7-8: elective course for college-bound students; program teaches note taking skills, organizational strategies, and study skills
- Reading Plus, grades 6-8: mandatory elective for students reading below grade level standards
- Read 180, grades 4-5: during school computer-based instruction as a supplement to English/language arts instruction. Students scoring below grade level standards are recommended for participation; instruction is provided five days a week for 100 minutes a day
- Reading Specialist, grades K-3: struggling readers receive in-class assistance five days a week for 30 minutes day; instruction focuses on increasing reading fluency
- Study Skills, grades 6-8: elective course teaches organization and time management skills
- Maple Center, grades K-8: after-school tutoring provided by community volunteers. Parents may contact the center directly to arrange for tutoring sessions

Teacher Credentials & Assignments

	Horace Mann			BHUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Total Teachers	44	45	46	283	281	296
Teachers with Full Credential	44	45	45	275	277	290
Teachers without Full Credential	0	0	1	8	4	6
Teachers in Alternative Routes to Certification	0	0	1	5	2	5
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	0	0	0	3	2	1
Teachers with Waivers	0	0	0	0	0	0
Teachers Teaching Outside Subject Area	0	0	1	9	11	6
Teacher Misassignments - Total	0	3	9	0	45	75
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	3	9	0	45	75
Teacher Vacancies	0	0	0	0	0	0

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Horace Mann School recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, the school employed 45 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop an improvement plan. Corrective measures in the improvement plan may include ongoing participation in BTSA, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue improvement plan obligations when a "satisfactory" rating is acquired in future evaluations.

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2006-07	
Horace Mann	99.0	1.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	97.9	2.1

SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 119 qualified substitute teachers during the 2006-07 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Horace Mann School rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, teachers share the responsibility and cover the absent teacher's class during their prep period.

Teacher Education Levels

2006-07

	Horace Mann	BHUSD
	%	%
Doctorate	0.0	1.7
Master's Degree plus 30 or more semester hours	29.8	38.2
Master's Degree	34.0	25.0
Bachelor's Degree plus 30 or more semester hours	34.0	30.1
Bachelor's Degree	2.1	5.1
Less than a Bachelor's Degree	0.0	0.0

SUPPORT SERVICES STAFF

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

Counselors & Support Personnel (Nonteaching Professional Staff)

2006-07

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	0.8
Psychologist	1	0.8
School Nurse	1	0.2
Health Technician	1	0.5

FTE = Full-Time Equivalent

TEACHER EVALUATIONS

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

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

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

students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

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

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2005-06		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,759	\$38,479
Mid-Range Teacher Salary	\$65,338	\$60,306
Highest Teacher Salary	\$75,996	\$74,193
Average Principal Salaries:		
Elementary School	\$110,822	\$92,985
High School		
Superintendent Salary	\$166,872	\$155,314
Percentage of General Fund Expenditures For:		
Teacher Salaries	43.76%	40.80%
Administrative Salaries	5.14%	5.72%

EXPENDITURES PER STUDENT

For the 2005-06 school year, Beverly Hills Unified School District spent an average of \$9,047 of total general funds to educate each student (based on 2005-06 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels.

Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil

2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,313	\$7,206	87.6%	N/A	N/A
Restricted (Supplemental)	\$583	\$507	114.9%	N/A	N/A
Unrestricted (Basic)	\$5,730	\$6,699	85.5%	\$4,943	115.9%
Average Teacher Salary	\$61,805	\$67,128	92.1%	\$58,776	105.2%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,720 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Class Size Reduction (federal and state)
- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Gifted & Talented Education
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention Education (TUPE)