

# BEVERLY HILLS UNIFIED SCHOOL DISTRICT



**Beverly Hills Unified School District**  
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY Vista • HUNTINGTON • EL INCEÑO

# HORACE MANN SCHOOL



## 2014-15 Annual School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

### 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 were acquired in December 2015 and school facilities documentation referred to in this report was acquired in January 2016.*

### 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 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, and I welcome your feedback and insights about ways we can continue to improve and to make our school all that it can be.

### DISTRICT PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 4,200 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.

### DISTRICT MISSION

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

### SCHOOL PROFILE

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2014-15 school year, Horace Mann School served 521 students in grades K-8. Student enrollment included 4.2% receiving special education services, 8.8% qualifying for English Language Learner support, and 9% enrolled in the free or reduced-price meal program. 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.

### Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	3.1%	Kindergarten	40
American Indian or Alaskan Native	0.6%	Grade 1	57
Asian	20.7%	Grade 2	60
Filipino	1.3%	Grade 3	53
Hawaiian or Pacific Islander	0.4%	Grade 4	55
Hispanic or Latino	10.6%	Grade 5	57
White (not Hispanic)	61.2%	Grade 6	57
Two or More Races	2.1%	Grade 7	55
Socioeconomically Disadvantaged	9.0%	Grade 8	87
English Learners	8.8%		
Students with Disabilities	4.2%		
Migrant Education		Total	
Foster Youth	0.2%	Enrollment	521

### 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.

### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

## 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 and with community service projects. Fundraising activities and other school activities including the Annual Benefit Concert, Multicultural Week, and the Lunch Bunch 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 kindergarten students, the middle school transitional meeting for parents, Title I meetings, parenting workshops, and the annual English Learning Advisory Council meeting are instrumental in creating a positive connection to staff and the school environment.

The School Site Council and Parent Teacher Association 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. The high school principal conducts an annual meeting with eighth grade parents to share effective student support strategies to ease the transition into high school. High school counselors schedule a conference with each eighth grade student and their parent(s) prior to high school enrollment; the conference is designed to establish goals for high school coursework and establish a four-year plan.

## SCHOOL-TO-HOME COMMUNICATION

A variety of formats are used to communicate school news to parents. The "Thursday Packet" is posted on the school website; the packet includes important information about school activities and special announcements. The PTA publishes a bi-weekly newsletter which includes school information, a letter from the principal, and a calendar of events; the newsletter is e-mailed to all parents who have registered their e-mail address through the PTA's website. Blackboard Connect is an Internet-based telephone system that forwards messages regularly to all phone numbers and e-mail addresses in the school's database. JupiterGrades is an online student information system. Most school-to-home communications are distributed through phone calls, e-mail, or the school website.

Students in grades 3-8 may purchase 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 School's website at <http://hm.bhusd.org> for general information about the school, staff e-mail, activities, homework, schedules, and school news.

## STUDENT ACHIEVEMENT

### 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 assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/](http://www.ed.gov/nclb/) accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Horace Mann	BHUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	11/11	16/16
Number of Criteria Possible		

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	26.4%	24.5%	9.4%
Seventh	71.7%	54.7%	22.6%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### 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 2014-15, 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 monitor school progress towards meeting established goals.

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

Title I PI Status 2015-16		
	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
# Schools Currently In PI		1
% Schools Currently In PI		17%

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

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Assessment Results Disaggregated by Student Groups  
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
<b>Grade 3</b>							<b>Grade 3</b>							
All Students Tested	59	57	96.6%	18.0%	25.0%	39.0%	19.0%	59	58	98.3%	14.0%	28.0%	29.0%	29.0%
Male	59	29	49.2%	28.0%	21.0%	38.0%	14.0%	59	30	50.8%	13.0%	30.0%	23.0%	33.0%
Female	59	28	47.5%	7.0%	29.0%	39.0%	25.0%	59	28	47.5%	14.0%	25.0%	36.0%	25.0%
African American	59	1	1.7%	*	*	*	*	59	1	1.7%	*	*	*	*
Asian	59	13	22.0%	8.0%	15.0%	38.0%	38.0%	59	14	23.7%	0.0%	14.0%	29.0%	57.0%
Filipino	59	1	1.7%	*	*	*	*	59	1	1.7%	*	*	*	*
Hispanic or Latino	59	7	11.9%	*	*	*	*	59	7	11.9%	*	*	*	*
White (not Hispanic)	59	33	55.9%	24.0%	21.0%	39.0%	15.0%	59	33	55.9%	21.0%	27.0%	24.0%	27.0%
Two or More Races	59	2	3.4%	*	*	*	*	59	2	3.4%	*	*	*	*
Socioeconomically Disadvantaged	59	3	5.1%	*	*	*	*	59	3	5.1%	*	*	*	*
English Learners	59	5	8.5%	*	*	*	*	59	6	10.2%	*	*	*	*
Students with Disabilities	59	6	10.2%	*	*	*	*	59	6	10.2%	*	*	*	*
<b>Grade 4</b>							<b>Grade 4</b>							
All Students Tested	56	53	94.6%	15.0%	25.0%	25.0%	36.0%	56	53	94.6%	6.0%	28.0%	30.0%	36.0%
Male	56	29	51.8%	21.0%	24.0%	24.0%	31.0%	56	29	51.8%	7.0%	31.0%	21.0%	41.0%
Female	56	24	42.9%	8.0%	25.0%	25.0%	42.0%	56	24	42.9%	4.0%	25.0%	42.0%	29.0%
African American	56	2	3.6%	*	*	*	*	56	2	3.6%	*	*	*	*
Asian	56	11	19.6%	0.0%	18.0%	27.0%	55.0%	56	11	19.6%	0.0%	9.0%	18.0%	73.0%
Hispanic or Latino	56	6	10.7%	*	*	*	*	56	6	10.7%	*	*	*	*
White (not Hispanic)	56	32	57.1%	19.0%	28.0%	19.0%	34.0%	56	32	57.1%	9.0%	31.0%	28.0%	31.0%
Two or More Races	56	2	3.6%	*	*	*	*	56	2	3.6%	*	*	*	*
Socioeconomically Disadvantaged	56	7	12.5%	*	*	*	*	56	7	12.5%	*	*	*	*
English Learners	56	6	10.7%	*	*	*	*	56	6	10.7%	*	*	*	*
Students with Disabilities	56	10	17.9%	*	*	*	*	56	10	17.9%	*	*	*	*
<b>Grade 5</b>							<b>Grade 5</b>							
All Students Tested	58	53	91.4%	13.0%	13.0%	40.0%	34.0%	58	53	91.4%	19.0%	19.0%	26.0%	36.0%
Male	58	28	48.3%	25.0%	14.0%	32.0%	29.0%	58	28	48.3%	25.0%	18.0%	29.0%	29.0%
Female	58	25	43.1%	0.0%	12.0%	48.0%	40.0%	58	25	43.1%	12.0%	20.0%	24.0%	44.0%
American Indian or Alaskan Native	58	1	1.7%	*	*	*	*	58	1	1.7%	*	*	*	*
Asian	58	11	19.0%	0.0%	9.0%	18.0%	73.0%	58	11	19.0%	0.0%	0.0%	9.0%	91.0%
Filipino	58	2	3.4%	*	*	*	*	58	2	3.4%	*	*	*	*
Hispanic or Latino	58	5	8.6%	*	*	*	*	58	5	8.6%	*	*	*	*
White (not Hispanic)	58	34	58.6%	15.0%	15.0%	44.0%	26.0%	58	34	58.6%	26.0%	21.0%	29.0%	24.0%
Socioeconomically Disadvantaged	58	10	17.2%	*	*	*	*	58	10	17.2%	*	*	*	*
English Learners	58	2	3.4%	*	*	*	*	58	2	3.4%	*	*	*	*
Students with Disabilities	58	8	13.8%	*	*	*	*	58	8	13.8%	*	*	*	*
<b>Grade 6</b>							<b>Grade 6</b>							
All Students Tested	56	56	100.0%	16.0%	32.0%	29.0%	23.0%	56	56	100.0%	20.0%	34.0%	20.0%	27.0%
Male	56	30	53.6%	27.0%	37.0%	27.0%	10.0%	56	30	53.6%	23.0%	40.0%	17.0%	20.0%
Female	56	26	46.4%	4.0%	27.0%	31.0%	38.0%	56	26	46.4%	15.0%	27.0%	23.0%	35.0%
African American	56	3	5.4%	*	*	*	*	56	3	5.4%	*	*	*	*
American Indian or Alaskan Native	56	1	1.8%	*	*	*	*	56	1	1.8%	*	*	*	*
Asian	56	9	16.1%	*	*	*	*	56	9	16.1%	*	*	*	*
Hispanic or Latino	56	7	12.5%	*	*	*	*	56	7	12.5%	*	*	*	*
White (not Hispanic)	56	36	64.3%	19.0%	33.0%	31.0%	17.0%	56	36	64.3%	19.0%	33.0%	25.0%	22.0%
Socioeconomically Disadvantaged	56	4	7.1%	*	*	*	*	56	4	7.1%	*	*	*	*
English Learners	56	4	7.1%	*	*	*	*	56	4	7.1%	*	*	*	*
Students with Disabilities	56	10	17.9%	*	*	*	*	56	10	17.9%	*	*	*	*
<b>Grade 7</b>							<b>Grade 7</b>							
All Students Tested	54	52	96.3%	2.0%	19.0%	37.0%	38.0%	54	52	96.3%	8.0%	17.0%	17.0%	56.0%
Male	54	23	42.6%	4.0%	26.0%	43.0%	22.0%	54	23	42.6%	0.0%	35.0%	9.0%	57.0%
Female	54	29	53.7%	0.0%	14.0%	31.0%	52.0%	54	29	53.7%	14.0%	3.0%	24.0%	55.0%
African American	54	2	3.7%	*	*	*	*	54	2	3.7%	*	*	*	*
Asian	54	18	33.3%	0.0%	6.0%	50.0%	33.0%	54	18	33.3%	0.0%	11.0%	22.0%	61.0%
Filipino	54	1	1.9%	*	*	*	*	54	1	1.9%	*	*	*	*
Hispanic or Latino	54	3	5.6%	*	*	*	*	54	3	5.6%	*	*	*	*
Hawaiian or Pacific Islander	54	1	1.9%	*	*	*	*	54	1	1.9%	*	*	*	*
White (not Hispanic)	54	26	48.1%	4.0%	15.0%	35.0%	46.0%	54	26	48.1%	4.0%	19.0%	15.0%	62.0%
Two or More Races	54	1	1.9%	*	*	*	*	54	1	1.9%	*	*	*	*
Socioeconomically Disadvantaged	54	7	13.0%	*	*	*	*	54	7	13.0%	*	*	*	*
English Learners	54	1	1.9%	*	*	*	*	54	1	1.9%	*	*	*	*
Students with Disabilities	54	2	3.7%	*	*	*	*	54	2	3.7%	*	*	*	*
<b>Grade 8</b>							<b>Grade 8</b>							
All Students Tested	86	83	96.5%	8.0%	14.0%	49.0%	28.0%	86	83	96.5%	13.0%	13.0%	20.0%	53.0%
Male	86	46	53.5%	11.0%	9.0%	46.0%	35.0%	86	46	53.5%	13.0%	2.0%	24.0%	61.0%
Female	86	37	43.0%	5.0%	22.0%	54.0%	19.0%	86	37	43.0%	14.0%	27.0%	16.0%	43.0%
African American	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
American Indian or Alaskan Native	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Asian	86	20	23.3%	5.0%	10.0%	55.0%	30.0%	86	20	23.3%	5.0%	15.0%	10.0%	70.0%
Filipino	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Hispanic or Latino	86	9	10.5%	*	*	*	*	86	9	10.5%	*	*	*	*
White (not Hispanic)	86	50	58.1%	8.0%	16.0%	46.0%	30.0%	86	50	58.1%	14.0%	14.0%	20.0%	52.0%
Two or More Races	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Socioeconomically Disadvantaged	86	11	12.8%	0.0%	0.0%	91.0%	9.0%	86	11	12.8%	9.0%	9.0%	55.0%	27.0%
English Learners	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Students with Disabilities	86	11	12.8%	27.0%	36.0%	18.0%	18.0%	86	11	12.8%	36.0%	9.0%	18.0%	36.0%

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

<b>California Assessment of Student Performance and Progress</b>			
<b>All Students</b>			
<b>Percentage of Students Meeting or Exceeding the State Standards</b>			
<b>2014-15</b>			
	<b>Horace Mann</b>	<b>BHUSD</b>	<b>CA</b>
English-Language Arts/Literacy	67	70	44
Mathematics	64	59	33

*Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

California Standards Test (CST) All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Horace Mann			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	90	81	90	82	82	83	59	61	56

California Standards Test (CST) Results by Student Subgroup 2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
BHUSD	83
Horace Mann	90
Male	90
Female	90
Asian	100
White (not Hispanic)	89
Students with Disabilities	100

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CALIFORNIA STANDARDS TESTS (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

Campus Description	
Year Built	1929
Acreage	5.16
Bldg. Square Footage	69929
	Quantity
# of Permanent Classrooms	40
# of Portable Classrooms	0
# 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
Psychologist Office	1
Science Lab	1
Staff Lunch Room	1
Teacher Work Room	1

### 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. Horace Mann School is under new construction of three buildings that is planned to be finished in April 2018. Once the new buildings are completed the old facilities will be renovated.

#### MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. During the 2014-15 school year, Measure E projects at Horace Mann included construction on new classroom building B, and the continuation of work to receive final approval from the Division of State Architects (DSA) and complete fieldwork for materials testing in order to submit package for Phase 3 approval on building A. Construction projects related to building A will begin following the completion of building B projects.

#### 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, the principal and three playground aides monitor the playground areas. During recesses and lunch, four playground aides, the principal, and the assistant principal share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, two playground aides monitor the main exit to ensure students depart in a safe and orderly manner.

One campus safety officer is on campus all day to monitor student activity. Two staff members remain on the playground after school (all school staff members remain on the playground until 4:00 p.m. offering supervision to students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, 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 September 2015, and shared with school staff in November 2015.

#### 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 and three full-time evening custodians 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 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.

#### FACILITIES INSPECTIONS

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 January 19, 2016. 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.

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. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP). Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond. See table below for status of all buildings.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond. See table below for status of all buildings.

This is a link of related detailed reports: <https://www.dropbox.com/sh/hcr9azjop5i6gik/AAAt8jVnd-hcKxkEgeJ7-kNKa?dl=0>

SMP Project	Building(s)	Phase 2/3 Approved by DSA	Submitted to OPSC for Conceptual Approval	Measure E Funding	Status
64311-39	Horace Mann Building A	Yes		Yes	Construction beginning Summer 2016
N/A	Horace Mann Building B (New Building)	N/A	N/A	Yes	Currently under construction, to be completed Summer 2016
N/A	Horace Mann Building C	N/A	N/A	Yes	Already modernized, completed 2014
N/A	Horace Mann All Other Buildings	N/A	N/A	Yes	To be demolished when Buildings A & B complete

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
January 19, 2016				
Systems	✓			
Interior Surfaces	✓			Classrooms A1-101, A1-108 Art Room, B1-147 Corrective Room, B2-250 Library Reading & B3-352 Homemaking - Water damage ceiling
Cleanliness	✓			Classrooms A1-103 & A1-104 - Rodent dropping
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

## CLASSROOM ENVIRONMENT

### 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. The school counselor selects the monthly character trait theme and forwards to teachers the supplemental resources to convey the theme through class discussions, journal writing assignments, and other class activities as appropriate. All school staff encourage students to practice the *Beverly Hills Way* while at school and at home.

Suspensions and Expulsions									
	Horace Mann			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	11	12	9	157	84	90	329,370	279,383	243,603
Expulsions (#)	0	0	0	3	1	2	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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 School's Student Responsibility Contract to maintain an effective learning environment. All parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding.

During the first week of school, the principal and assistant principal conduct discipline assemblies 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 class discussions with their teacher, the counselor, assistant principal, 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 the assistant principal; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Severe cases of misconduct are immediately referred to the principal for further intervention. Discipline measures are consistently applied in a fair and firm manner.

Eighth grade students may be nominated by their teachers to join the Spartans. Selected students serve as role models, provide leadership, and help monitor hallways during transition periods. Community members and new students visiting the campus are escorted by Spartans as they tour the campus. During Back-to-School Night and Open House, Spartan members serve as guides to help new students with orientation efforts.

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 may earn rewards for accumulating Purple Power 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
- Academic Achievement & Leadership (Grades 6-8)
- Community Service Awards
- Youth Recognition Award (Beverly Hills Chamber of Commerce)
- Science Fair Awards
- Student Athlete Award (1 boy/1 girl, annually)
- Positive Leadership (Eighth grade, annually)
- PTA Reflection Participation Awards

### 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. 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 (grades K-5) once a month in the science lab. The Foundation sponsors after-school intramural sports programs for basketball, flag football, and soccer to promote teamwork and good sportsmanship.

Horace Mann School has formed partnerships with local community agencies, athletes, and performing arts professionals. In partnership with the City of Beverly Hills, students in grades 4-8 may participate in STAR classes every Wednesday morning.

### CLASS SIZE

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

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	3		
1	18.0	3		
2	14.0	3		
3	20.0	3		
4	20.0	3		
5	26.0		2	
2013-14				
K	19.0	3		
1	19.0	3		
2	18.0	3		
3	15.0	3		
4	21.0		3	
5	19.0	3		
2014-15				
K	20.0	2		
1	19.0	3		
2	20.0	3		
3	18.0	3		
4	18.0	3		
5	29.0		2	

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

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	18	6	3	0
Math	17	6	3	0
Science	23	4	3	0
History	23	4	3	0
2013-14				
English	18	5	5	0
Math	16	9	2	0
Science	25	2	5	0
History	27	1	6	0
2014-15				
English	16	6	3	0
Math	19	6	1	0
Science	24	2	4	0
History	27	0	5	0

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

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

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
3	3	3

During the 2014-15 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District-sponsored workshops offered during the 2014-15 school year included:

- Common Core/Next Generation Science Standards Workshops
- Co-Teaching Strategies
- CPR Training
- Technology Best Practices
- Writers Workshop

Horace Mann School sponsors supplemental site-based staff training activities on late start Wednesdays. Professional development on late-start days were based upon schoolwide goals: 1) Homework, 2) English Language, 3) Computer Assisted Instruction, 4) Special Education, 5) Health Campions (Wellness Physical/Mental), and 6) Discipline. During the 2014-15 school year, professional development activities focused on developing math reasoning, improvement in levels of understanding in English/Language Arts, increasing

opportunities for higher order and critical thinking, ensuring connections between students and school staff, providing opportunities for meaningful participation in school, and differentiated instruction. During grade level and department level collaboration time, teaching staff concentrated on the identification of interventions for students experiencing academic difficulties.

Throughout the year Horace Mann 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. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly 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				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin - A Legacy of Literacy	0%	K
2002	Yes	Houghton Mifflin - Student Anthologies	0%	1-5
2002	Yes	Prentice Hall - Timeless Voices, Timeless Themes	0%	6-8
Math				
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%	K-5
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015	0%	6-8
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015	0%	7
2013-2014	Yes	Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015	0%	8
Science				
2008	Yes	Houghton Mifflin - Harcourt Science	0%	K-5
2008	Yes	Prentice Hall - Focus on Earth Science	0%	6
2008	Yes	Prentice Hall - Focus on Life Science	0%	7
2008	Yes	Prentice Hall - Focus on Physical Science	0%	8
Social Science				
2007	Yes	Scott Foresman - Scott Foresman History - Social Science for California	0%	K-5
2007	Yes	Holt, Rinehart & Winston - World History, Ancient Civilizations	0%	6
2007	Yes	Holt, Rinehart & Winston - World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt, Rinehart & Winston - U.S. History, Independence to 1914	0%	8

Textbook information was obtained from district office personnel in December 2015.

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are currently being aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health. District textbook 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 29, 2015, 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 #2014-2015-004 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 2015-16 school year, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the Common Core State Standards.

## SCHOOL LEADERSHIP

Leadership at Horace Mann School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork among the principal, assistant principal, and school leadership team 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, special education programs, and positive reinforcement programs. Principal Oaxaca will serve his first year as principal during the 2015-16 school year. He has served in the educational field for 14 years. Previous positions held include: teacher, graduation coach, assistant principal, and principal.

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 principal, counselor, grade level representatives, department representatives, Title I program representatives, and School Site Council 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 liaisons between school administrators and their grade level teams and departments.

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

## SPECIALIZED INSTRUCTION

All curriculum and instruction is currently being aligned to the Common Core State Standards 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 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 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, one-to-one tutoring, small group instruction, and/or counseling.

## SPECIAL EDUCATION SERVICES

Horace Mann 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. One speech therapist and one psychologist provide designated services based upon student needs. A team of six special education teachers are responsible for providing academic support to students with special needs. Among the team of teachers are two credentialed moderate-to-severe support specialists. 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 LEARNER INSTRUCTION

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English Learners. K-5 EL students are provided differentiated instruction in the general education classroom. EL students in grades 6-8 receive support outside the general education classroom; instruction supplements core lessons. Teachers use SDAIE (Specially Designed Academic Instruction in English) and GLAD strategies (Guided Language Acquisition Design) to promote language acquisition skills, academic achievement, and cross-cultural skills. One part-time EL teacher provides instruction for beginning level 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 School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

## GIFTED & TALENTED EDUCATION

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

## INTERVENTION PROGRAMS

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 Success Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- Study Skills Classes: mandatory elective for students performing below grade level standards.
- Title I Support: One part-time Title I teacher provides push in/pull out services for students in grades K-5. One full-time Title I teacher provides assistance to students in grades 6-8 one day each week during study hall.
- Maple Center, grades K-8: provides community circle time
- After-school tutoring provided by community volunteers through the recreation department. Parents may contact the center directly to arrange tutoring sessions.

## Teacher Credentials and Assignments

	Horace Mann			BHUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	43	45	47	282	296	309
Teachers with Full Credential	43	45	47	282	295	309
Teachers without Full Credential	0	0	0	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	2	0	4	7	1
Total Teacher Misassignments*	0	2	0	9	9	3
Teacher Vacancies	0	1	1	2	1	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total teacher misassignments includes the number of misassignments of teachers of English learners.*

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Horace Mann School recruits and employs the most qualified credentialed teachers. For the 2014-15 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 "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.

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

### NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2014-15	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Horace Mann	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	-	-
Low-Poverty Schools	99.0%	1.0%

*Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.*

### 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

### Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15

	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	1.0
School Nurse	1	0.2
Health Technician	1	1.0
Campus Security Officer(s)	1	1.0
Adaptive PE Specialist	1	0.4
Occupational Therapist	1	0.4
Counselor	1	0.5
Library Technician	1	1.0
Information Technology Specialist	1	0.5

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

diverse issues interfering with a student's ability to learn and succeed in school. The district's technology's specialist works with students and staff to identify 1) technology-based tools, 2) software programs, and 3) teacher training to support and improve academic achievement.

Horace Mann School welcomes volunteers from the city's Maple Center, a regional counseling center, which sponsors activities and discussions on social and conflict resolution skills. 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.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

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

### EXPENDITURES PER STUDENT

For the 2013-14 school year, Beverly Hills Unified School District spent an average of \$13,268 of total general funds to educate each student (based on 2013-14 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 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,298	N/A	N/A	N/A	N/A
Restricted (Supplemental)	210	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,088	8,515	106.7%	5,348	169.9%
Average Teacher Salary	81,098	77,311	103.8%	65,267	124.3%

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

## SARC DATA & INTERNET ACCESS

### DATAQUEST

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

### PUBLIC INTERNET ACCESS LOCATION

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

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

### Salary Comparison 2013-14

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	-	40,379
Mid-Range Teacher Salary	74,454	62,323
Highest Teacher Salary	90,020	81,127
Average Principal Salaries:		
Elementary School	118,131	99,192
High School	128,100	112,088
Superintendent Salary	249,000	159,821
Percentage of Budget For:		
Teacher Salaries	35	36
Administrative Salaries	4	6

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.