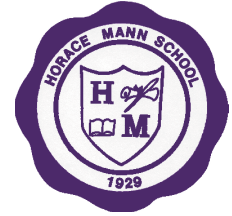


BEVERLY HILLS UNIFIED SCHOOL DISTRICT



**Beverly Hills
Unified School District**
CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

HORACE MANN SCHOOL



2009-10 Annual School Accountability Report Card

A Report of 2009-10 Activity Published in January 2011

Horace Mann School

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities documentation referred to in this report were acquired in November 2010.

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 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. In 2009-10, over 5,000 students in grades kindergarten through twelve were enrolled and offered 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 2009-10 school year, Horace Mann School served 600 students in grades K-8. Student enrollment included 14% receiving special education services, 12% qualifying for English Language Learner support, and 6% 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

2009-10

Ethnic Group	%	Grade Level	#
African-American	3.7%	Kindergarten	48
Amer. Indian or Alaskan Native	0.5%	Grade 1	51
Caucasian	74.8%	Grade 2	47
Asian	14.2%	Grade 3	67
Filipino	0.8%	Grade 4	70
Hispanic or Latino	5.3%	Grade 5	55
Pacific Islander	0.7%	Grade 6	87
Two or More Races	0.0%	Grade 7	82
		Grade 8	93
		Total Enrollment	600

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, 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 distributed weekly and posted on the school website; the packet includes important information about school activities and special announcements. The PTA publishes a 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 is an Internet-based telephone system that forwards messages regularly to all phone numbers and e-mail addresses in the school's database. Most school-to-home communications are distributed through phone calls, e-mail, or the school web site.

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 grades 6-8 are given the option to purchase an Agenda as well.

Parents may access Horace Mann School's web site at <http://hm.bhusd.org> for general information about the school, staff e-mail, activities, homework, schedules, and school news.

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

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% 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 and obtaining an API growth score of 650 or higher or increasing the API growth by one point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Horace Mann		BHUSD
	Yes	No	
Overall School Results	Yes	No	
Participation Rate			
English-Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
English-Language Arts	Yes	No	
Math	Yes	No	
API	Yes	Yes	

The AYP table in this report illustrates the school's progress in meeting 2009-10 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 a student's 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. STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to some students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below

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

	Horace Mann			BHUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	71	77	76	73	77	76	46	50	52
Math	74	74	83	62	65	64	43	46	48
Science	71	74	76	73	76	75	46	50	54
History	70	88	78	59	69	75	36	41	44

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

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Horace Mann							
	African-American	Amer. Indian or Alaskan Native	Asian	Hispanic or Filipino	Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	44		78	*	80	*	75	*
Math	62		87	*	77	*	82	*
Science	*		81		*		77	*
History	*		*		*		81	

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

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	74	77	52	71	50	
Math	83	81	72	74	51	
Science	81	72	*	*	44	
History	85	72	*	*	33	

Basic, Below Basic, and Basic levels may be placed in structured intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The STAR tables in this report illustrate the percentage of Horace Mann School students performing at 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 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 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	13%	34%	38%
Seventh	15%	35%	41%

ACADEMIC PERFORMANCE INDEX

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

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report,

which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights 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 2009-10, 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 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		0
Currently in PI		
Percent of Schools		0.0%
Currently Identified for PI		

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	40
# of Portable Classrooms	4
# 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

2009-10 Campus Improvement Projects

- Demolition of Annex building (first phase of Measure E modernization)
- Installation of two new basketball courts
- Installation of portable building which will house one classroom and one set of restrooms
- Continued installation of irrigation system
- Continued installation of upgraded classroom door security locks

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. Throughout the 2009-10 school year, district representatives and professional consultants began the planning stage for the following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities at the high school campus. Construction is anticipated to begin in the 2010-2011 school year.

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, six 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.

Two staff members remain on the playground after school (one school staff member remains on the playground until 5:00 p.m. and one staff member is on the playground until 6:00 p.m.) offering

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	9	9	9			
Similar Schools Rank	4	5	6			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	10	11	9	898	871	767
Ethnic Subgroups						
Asian	18				925	889
Caucasian	3	9	15	896	871	838

supervision to students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, school resource officer, 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 January 2010, and subsequently shared with school staff in a September 2010 training session.

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 November 2, 2010. 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.

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 two 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. During the 2009-10 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. A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits Horace Mann School on a rotational basis.

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 2009-10 school year, Horace Mann School did not receive deferred maintenance funds for campus upkeep projects.

CLASSROOM ENVIRONMENT

CLASS SIZE

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

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.3	3		
1	19.7	3		
2	19.3	3		
3	20.3	2	1	
4	22.3		3	
5	27.0		3	
2008-09				
K	18.8	3		
1	20.0	2		
2	17.0	3		
3	17.3	4		
4	28.0		2	
5	25.0		3	
2009-10				
K	12.67	3		
1	15.67	3		
2	12.67	3		
3	15.25	4		
4	20.33	3		
5	24.00	1	1	

School Facility Good Repair Status				
Items Inspected	Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection: November 2, 2010				
Gas Leaks	✓			
Mechanical Systems	✓			Rm 211: Vent cover missing.
Windows/Doors/Gates (interior and exterior)	✓			Rms 206 & 207: Key pad not working. Rm 208: Door closer needs to be adjusted. Men's RR 3rd Floor Bldg B: Door does not close properly. Rm 354: Door slamming. Rm 211: Door handle hanging.
Interior Surfaces (walls, floors, and ceilings)	✓			Rm 112: Four ceiling tiles with holes. Rms 105, 103, 116, 133, 123, 218, 222, 352, 353, 354, Pricipal's Office 131A, Chess Club 147, 250 Library: Ceiling tiles with water stains. Rms 117, 119: Ceiling tiles need to be changed. 128A Nurse's Office: Ceiling tiles need to be changed in the bathroom. Rm 105: Wall by the corner has water damage (from rain). Staff Lounge 121B: Wet ceiling tile. CARE: Four wet and broken ceiling tiles. Auditorium: Wet ceiling tiles-foyer. Rm 205: Wall damaged by rain at window. Rm 352, 354: Missing ceiling tile. Bldg D Room 219: Ceiling tile falling down- in the corner.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Main Office: Office clocks are not synchronized with middle school or with the bell. Rm 102: Light out. Auditorium: Thirteen lights out, Principal states that it is too cold in Auditorium. Rm 355: Light out. Rm 212: Lights out 2 fixtures. Garage: Light fixture hanging and lights out.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			Bldg A Boys' RR: One faucet not working.
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			Bungalow Boys' and Girls' RR's Needs to be cleaned regularly. Men's RR's 2nd Floor B Next to Elevator: Urinals & floor dirty. Women's RR 3rd Floor Bldg B: Need cleaning. Men's RR 3rd Floor Bldg B: Urinals and toilet need cleaning.

Overall Summary of School Facility	Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		
<i>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.</i>				

Teaching Load Distribution Departmentalized Instruction

Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	19.3	13	9	
Math	23.9	5	7	1
Science	22.7	6	7	1
Social Science	23.9	4	9	
2008-09				
English	20.3	12	3	4
Math	23.4	4	7	1
Science	28.4	6	9	1
Social Science	28.4		10	
2009-10				
English	18.80	10	5	
Math	22.70	6	4	
Science	25.89	2	7	
Social Science	23.10	5	5	

*Includes honors classes, electives, and intervention classes.

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 2009-10 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	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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.

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 assistant principal conducts 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 patrol 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)
- Perfect Attendance Awards
- Positive Leadership (Eighth grade, annually)
- Presidential Academic Awards
- PTA Reflection Participation Awards

Suspensions & Expulsions

	Horace Mann		
	07-08	08-09	09-10
Suspensions (#)	53	53	31
Suspensions (%)	7.76%	8.29%	5.17%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	BHUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	183	234	166
Suspensions (%)	6.46%	8.49%	6.15%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

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

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 2-5) once a month in the science lab; activities support class lessons. The Beverly Hills Education Foundation sponsors after-school intramural sports programs for basketball, flag football, and soccer to promote teamwork and good sportsmanship. In the spring, the district sponsors the Sports Spectacular which unites all sixth, seventh, and eighth grades students from each of the district's K-8 schools; students are engaged in a variety of competitive sports events.

Horace Mann School has formed partnerships with local community agencies, athletes, and performing arts professionals. In partnership with the City of Beverly Hills, students may participate in STAR classes. A partnership with Debbie Allen allows staff to incorporate dance into physical education curriculum. The PTA sponsors three performing arts assemblies throughout the year. David Beckham works with Horace Mann School's physical education staff to help with soccer activities.

INSTRUCTIONAL TIME

During the 2009-10 school year, Horace Mann School offered 180 days of instruction comprised of regular, minimum, and late start days. Weekly late start "Wednesdays" are used for teacher collaboration.

All instructional minutes offered at Horace Mann School during the 2009-10 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 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	36,240	36,000
1-3	51,009	50,400
4-5	54,692	54,000
6-8	65,658	57,967
Grade Level	Total Modified Days	Total Regular Days
K	51	129
1-3	51	129
4-5	52	128
6-8	48	132

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

Staff Development Days Three-Year Trend

2007-08	2008-09	2009-10
3	3	3

During the 2009-10 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 this professional development training was led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. (Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSa Support Providers and facilitators of district-provided professional development.) District-sponsored workshops offered during the 2009-10 school year included:

- Differentiation Training (6-12)
- Corrective Reading (6-12)
- Instructional Strategies (6-12)
- Brain Research (9-12)

NEW AND VETERAN TEACHER SUPPORT

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.

SITE-BASED TRAINING

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) improving math reasoning skills, 2) increasing student engagement in lessons, and 3) developing strategies to increase students' feelings of security and safety at school. During the 2009-10 school year, professional development activities focused on continuing improvement in math reasoning, improvement in levels of understanding in English/language arts, increasing opportunities for higher order 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.

New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

INSTRUCTIONAL MATERIALS

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

On October 26, 2010, 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 #2010-2011-013 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2009-10 and 2010-11 school years, all students enrolled in a visual/performing arts class were been provided with a textbook or supplemental materials to use in class and to take

home. These materials are in alignment with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

Leadership at 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 Kessler began his first year as principal of Horace Mann in 2010-11. He has served in the educational field for 34 years and has been with the Beverly Hills Unified School for all of those years as a teacher at the Horace Mann School.

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.

District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2009	Scott Foresman - Addison Wesley	<i>enVision Math</i> © 2009	K-5
2009	Glencoe McGraw Hill	<i>CA Mathematics: Concepts, Skills, and Problem Solving</i> © 2008	6-7
2009	McDougal Littell	<i>Mathematics: Structure & Method (Course 1 Course 2, and Algebra)</i>	6-8
2009	Pearson	<i>Pearson Hall Mathematics CA Edition (Algebra I)</i>	6-8
Language Arts			
2002	Houghton Mifflin	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless Themes</i>	6-8
Science			
2008	Houghton Mifflin	<i>Houghton Mifflin California System</i>	K-5
2008	Prentice Hall	<i>Focus on Earth Science</i>	6
2008	Prentice Hall	<i>Focus on Life Science</i>	7
2008	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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 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 recently 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 five 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 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 enrichment through differentiated instruction provided by their classroom teachers; GATE students in grades 6-8 may be placed in honors or advanced classes.

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:

- Extended Day Math, grades 2-8: before- and after-school math tutoring held four days a week for 40 minutes a day to help students reach grade level proficiency standards.
- Math Elective, grades 7-8: mandatory elective for students performing below grade level standards.
- Reading Plus, grades 6-8: mandatory elective for students reading below grade level standards.
- Title I Support: three part-time Title I Specialist teachers provide in-class support to identified students. Students performing below grade level standards participate in 30 minutes of Foundational Math instruction during the regular school day three times a week. Instruction focuses on reinforcing basic skills and/or math concepts.
- 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 tutoring sessions.
- Extended Day Language Arts: before- and after-school language arts instruction for students in grades 2-5.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

Counselors & Support Personnel

(Nonteaching Professional Staff)

2009-10

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	0.8
Psychologist	1	0.6
School Nurse	1	0.2
Health Technician	1	1.0

FTE = Full-Time Equivalent

The counselor provides academic guidance, conducts classroom visits to discuss social issues and conflict resolution, and identifies and resolves diverse issues interfering with a student's ability to learn and succeed in school. The district's technology'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.

TEACHER ASSIGNMENT

Horace Mann School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 40 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:

Teacher Credentials & Assignments

	Horace Mann				BHUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	46	41	41		303	276	290	
Teachers with Full Credential	46	41	40		298	271	287	
Teachers without Full Credential	0	0	1		5	5	3	
Teachers in Alternative Routes to Certification	0	0	0		5	5	0	
Pre-Internship	0	0	1		0	0	3	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		0	0	9	
Teacher Misassignments - Total	0	2	0	0	0	14	13	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	2	1	0	0	14	13	0
Teacher Vacancies	0	0	0	0	0	1	1	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Horace Mann	100.0	0
District Totals		
All Schools	99.3	0.7
High-Poverty Sch.	0	0
Low-Poverty Sch.	99.3	0.7

Teacher Education Levels

	2009-10	
	Horace Mann %	BHUSD %
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	30.2	33.6
Master's Degree	34.9	28.9
Bachelor's Degree plus 30 or more semester hours	27.9	25.7
Bachelor's Degree	7.0	10.0
Less than a Bachelor's Degree	0.0	0.0

possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

TEACHER 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.

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.

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 2008-09 school year, Beverly Hills Unified School District spent an average of \$11,147 of total general funds to educate each student (based on 2008-09 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.)

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 API, AYP, STAR results, 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

Number of Computers Available: 22

Printers Available: Yes

Salary Comparison 2008-09

	State Average of Districts in Same	
	BHUSD	Category
Beginning Teacher Salary	\$45,631	\$41,209
Mid-Range Teacher Salary	\$72,110	\$65,228
Highest Teacher Salary	\$85,530	\$83,339
Average Principal Salary		
Elementary School	\$124,577	\$103,189
High School	\$135,750	\$119,247
Superintendent Salary	\$231,668	\$179,589
Percentage of General Funds Expenditures For:		
Percent of Budget for Teachers	42.70 %	40.70 %
Percent of Budget for Administration	4.50 %	5.90 %

Current Expense of Education per Pupil 2008-09

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	\$7,404	\$6,705	110.4%	N/A	N/A
Restricted (Supplemental)	\$577	\$267	215.8%	N/A	N/A
Unrestricted (Basic)	\$6,827	\$6,437	106.1%	\$5,681	120.2%
Average Teacher Salary	\$73,590	\$71,881	102.4%	\$65,389	112.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Peer Assistance & Review Program for Teachers
- Professional Development Block Grant
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs