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 areas.

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 personally committed to meeting the learning needs of each student. The instructional program challenges students to achieve their highest potential, discover their talents, and develop their unique abilities.

**SCHOOL MISSION**

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 students 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 of staff to 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 goals 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 percent proficient is determined only for students who have participated in the assessment.

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/ and the U.S. Department of Education’s website www.ed.gov/nclb/accountability/

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>Horace Mann</th>
<th>BHUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Percent Proficient</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Language Arts</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Math</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Attendance Rates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

AYP Performance Level

<table>
<thead>
<tr>
<th>Number of AYP Criteria</th>
<th>Met Out of the Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11</td>
<td>16/16</td>
</tr>
</tbody>
</table>

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/ac/physical/.

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/assessment/.

Physical Fitness Test

California Fitness Standards

<table>
<thead>
<tr>
<th>Grade(s) Tested</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Standards Met:</td>
<td>4 of 6</td>
<td>5 of 6</td>
<td>6 of 6</td>
</tr>
<tr>
<td>Percent of Students Meeting California Fitness Standards</td>
<td>26.4%</td>
<td>24.5%</td>
<td>9.4%</td>
</tr>
<tr>
<td>26%</td>
<td>42%</td>
<td>22.6%</td>
<td></td>
</tr>
</tbody>
</table>

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.

Title I PI Status

<table>
<thead>
<tr>
<th>Title I PI Status</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHUSD</td>
<td>Horace Mann</td>
</tr>
<tr>
<td>Not in PI</td>
<td>Not in PI</td>
</tr>
</tbody>
</table>

Notes: Cells with N/A values do not require data.
### California Assessment of Student Performance and Progress

#### All Students Tested

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1234</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 3

- **All Students Tested**: 58
- **Male**: 29
- **Female**: 29
- **African American**: 1
- **Asian**: 13
- **Filipino**: 1
- **Hispanic or Latino**: 7

#### Grade 4

- **All Students Tested**: 59
- **Male**: 30
- **Female**: 29
- **African American**: 2
- **Asian**: 14
- **Filipino**: 1
- **Hispanic or Latino**: 7

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number 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.
California Standards Test (CST) Results by Student Subgroup 2014-15

<table>
<thead>
<tr>
<th>BST</th>
<th>Horace Mann</th>
<th>BHUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>90</td>
<td>81</td>
<td>90</td>
</tr>
<tr>
<td>BHUSD</td>
<td>82</td>
<td>82</td>
<td>83</td>
</tr>
<tr>
<td>CA</td>
<td>59</td>
<td>61</td>
<td>56</td>
</tr>
</tbody>
</table>

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 Proficient or Advanced 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.

Horace Mann School

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 playgrounds 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 operational 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 prioritizes 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, office, 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 '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/hcr9azjop56gik/AAAt8jVnd-hcKxKcEgeJ7-nKNa?dl=0

In addition to the behaviors, the school counselor selects the capacity for self-discipline.

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, where values, 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 acknowledgment 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 record and the 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.

Suspensions and Expulsions

The Foundation sponsors after-school intramural sports (grades K-5) once a month in the science lab. The Music Center. The PTA sponsors science activities during transition periods, field trips to theaters, high school performances, and the assemblies, the Reflections art contest, and field trips to museums, concerts, special events, and music education. Students are encouraged to participate in Horace Mann School’s extracurricular activities as well as school-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students.

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 community are escorted by Spartans as they tour the campus. During Back-to-School Night and Open House, Spartan members serve as guides to help students and their families explore the school environment.

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.

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.

Item Inspected | School Facility Good Repair Status | Repair Status
--- | --- | ---
Inspection Date: | | |
January 19, 2016 | | |
Systems | | |
Cleanliness | Classrooms A1-103 & A1-104 - Rodent dropping | |
Electrical | | |
Restrooms/Fountains | | |
Safety | | |
Structural | | |
External | | |

Overall Summary of School Facility Good Repair Status

<table>
<thead>
<tr>
<th>Overall Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
</tr>
</tbody>
</table>

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

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Suspensions and Expulsions

<table>
<thead>
<tr>
<th>Suspensions and Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horace Mann</td>
</tr>
<tr>
<td>12-13</td>
</tr>
<tr>
<td>Suspensions (#)</td>
</tr>
<tr>
<td>Expulsions (#)</td>
</tr>
</tbody>
</table>

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.
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.

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 procedures; 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

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 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 Civilizations © Early Modern Times 0% 7
- 2007 Yes Holt, Rinehart & Winston - U.S. History, Independence to 1914 0% 8

*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.
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 in order to provide a wider, interdisciplinary or the least restrictive environment. Students on an IEP are referred to the SST to develop an Individualized Educational Plan (IEP). The SST works hand-in-hand with the district’s Special Education Department to design appropriate educational programs. The SST considers the student’s unique needs, aligns curriculum to meet the student’s needs, and monitors academic, social, and behavioral progress.

**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 a unique, interdisciplinary or the least restrictive environment for students who are identified as academically gifted. The GATE program provides students with enrichment opportunities and resources that are not available in the general education classroom. These opportunities include gifted pull-out classes and enrichment activities that are designed to challenge and extend the abilities of academically gifted students.

**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, a collaborative team of teachers, administrators, and staff who work together to identify and address the needs of students who are struggling academically.

**Teacher Credentials and Assignments**

<table>
<thead>
<tr>
<th>Horace Mann BHUSD</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>43</td>
<td>45</td>
<td>47</td>
<td>282</td>
<td>296</td>
<td>309</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>43</td>
<td>45</td>
<td>47</td>
<td>282</td>
<td>295</td>
<td>309</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Miss assignments for English Learners</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total Teacher Miss assignments*</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Vacancies</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: “Miss assignments” 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 miss assignments includes the number of teachers licensed as teachers of English learners.
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/df/ec/ and http://www.cde.ca.gov/ds/df/dics/.

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

**SARC DATA & INTERNET ACCESS**

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 Rford 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