



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

HORACE MANN SCHOOL



2012-13 Annual School Accountability Report Card

A Report of 2012-13 Activity Published in January 2014

Horace Mann School

Grades K-8
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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in November 2013 and school facilities documentation referred to in this report was acquired in January 2014.

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. More than 5,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

DISTRICT MISSION

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

SCHOOL PROFILE

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2012-13 school year, Horace Mann School served 579 students in grades K-8. Student enrollment included 15% receiving special education services, 18.8% qualifying for English Language Learner support, and 9.2% 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
2012-13

Ethnic Group	%	Grade Level	#
African American	4.1%	Kindergarten	60
American Indian or Alaskan Native	0.5%	Grade 1	55
Asian	21.1%	Grade 2	43
Filipino	1.7%	Grade 3	59
Hawaiian or Pacific Islander	0.3%	Grade 4	60
Hispanic or Latino	10.0%	Grade 5	52
White (not Hispanic)	60.8%	Grade 6	92
Two or More Races	1.4%	Grade 7	88
		Grade 8	70
		Total	
		Enrollment	579

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 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 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 3-8 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 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 Results Reported by Indicator and Compared to District Performance 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Horace Mann	BHUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	19/23	20/30
Number of Criteria Possible		

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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2012-13 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

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Horace Mann			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	78	80	81	80	80	79	54	56	55
Math	78	82	79	66	66	68	50	51	50
Science	80	82	91	82	82	82	57	60	59
History	71	76	92	74	77	74	48	49	49

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 Ethnic Subgroups										
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	Horace Mann									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	63		85		76		82			
Math	42		95		76		78			
Science			94				93			
History			100				91			

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13						
	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	76	86	39	75	64	
Math	78	81	50	71	52	
Science	91	91				
History	84	98				

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may 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/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	28.0%	26.0%	12.0%
Seventh	16.5%	23.5%	20.0%

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 2012-13, Horace Mann School received Title I Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

Title I PI Status 2013-14		
	Horace Mann	
	BHUSD	
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2013-14 school year.

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

Campus Description	
Year Built	1929
Acreage	5.16
Bldg. Square Footage	69929
	Quantity
# of Permanent Classrooms	40
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Computer Lab	2
Counseling Office	1
Health Office	1
Library	1
Locker Rooms	1 Set
Science Lab	1
Staff Lunch Room	1
Teacher Work Room	1

Academic Performance Index Three-Year Performance Comparison									
	Horace Mann								
	Base API Rank:								
	2010	2011		2012					
Statewide Rank	9	9		9					
Similar Schools Rank	7	8		7					
	Horace Mann		Horace Mann		BHUSD		State		
	Increase/Decrease in API		# of Students		# of Students		# of Students		
	2010-11	2011-12	2012-13	2012-13	2012-13	2012-13	2012-13	Growth	
All Students	1	10	7	441	921	3,316	890	4,655,989	790
Ethnic Subgroups									
African American				16	771	126	790	296,463	708
American Indian or Alaskan Native				3		9		30,394	743
Asian		9	14	86	974	425	943	406,527	906
Filipino				7		36	877	121,054	867
Hispanic or Latino				40	904	215	873	2,438,951	744
Hawaiian or Pacific Islander				2		5		25,351	774
White (not Hispanic)		5	9	283	915	2,465	890	1,200,127	853
Two or More Races				4		35	812	-	
Other Subgroups									
Economically Disadvantaged				65	894	281	841	2,774,640	743
English Learners				70	835	343	797	1,482,316	721
Students with Disabilities				79	787	475	709	527,476	615

25,000 square-foot playground were added between 1934 and 1976. Campus repair and/or improvements projects that are underway in 2012-13 include the following:

- Modernization of the Auditorium
- Begin modernization project which will include the addition of three buildings on the campus (starting in February 2014)

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 2012-13 school year, district representatives and professional consultants completed the design phase of the addition and modernization projects, as well as completed the value engineering process and the recommendations for cost reductions. Projects are scheduled to begin in the 2013-14 school year, and certain phases are scheduled to be completed within the 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 (all school staff members remain on the playground until 4:00 p.m. offering supervision to students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, and playground aides carry hand-held radios to facilitate routine and emergency communications concerning student safety. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Horace Mann School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed and updated in September 2013, and shared with school staff in an October 2013 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 22, 2013. 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 three full-time evening custodians are assigned to Horace Mann School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodian is responsible for general upkeep of campus grounds and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms four times a day to ensure they are clean and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

The groundskeeper is responsible for general landscaping and irrigation projects throughout the Horace Mann campus.

DEFERRED MAINTENANCE

During the 2012-13 school year, the Beverly Hills Unified School District did not receive any deferred maintenance funds from the State School Deferred Maintenance Program. The Program

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.

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 Classrooms				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	21.0	4		
1	17.7	3		
2	18.7	3		
3	16.7	3		
4	25.7		6	
5	25.2		5	
2011-12				
K	17.7	3		
1	15.0	3		
2	20.0	3		
3	20.0	3		
4	26.0		2	
5	28.7		3	
2012-13				
K	20.0	3		
1	18.0	3		
2	14.0	3		
3	20.0	3		
4	20.0	3		
5	26.0		2	

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

Item Inspected	School Facility Good Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: November 22, 2013				
Systems	✓			Elevator & Lifts - Elevator needs updated conveyance notice; Theater Stage - Wheelchair lift needs updated certificate
Interior Surfaces	✓			Work Room - Needs to be organized and cleared of trip hazards (rolls of paper)
Cleanliness	✓			
Electrical	✓			Classrooms & Offices - Panel in teacher work room by library obstructed; All Restrooms - There are lights that need to be replaced
Restrooms/Fountains	✓			
Safety	✓			Arts, Crafts, Photo - Kiln. Is not being used and is not functional, work order to repair; Classrooms & Offices - Space heaters found in several rooms and used by staff, need to remove heavy objects above cabinets in some rooms; Fire Safety - Some inspection tags not signed monthly; Science Lab - Fume hood needs annual certification, eyewash shower is functional, but needs to be inspected monthly; Fire Equipment & Exits - Some extinguishers not signed monthly, but fully charged
Structural	✓			Outside Areas - Some items need to be removed from roof tops and outside gutters
External	✓			Playgrounds - Cracking and gaps from use, surfacing will be replaced summer 2014
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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

Teaching Load Distribution Departmentalized Instruction

Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
		2010-11		
English	26	1	5	0
Math	17.1	8	3	0
Science	23.6	3	4	0
History	23.4	2	5	0
2011-12				
English	22.7	3	4	0
Math	18.7	6	3	0
Science	24.8	1	5	0
History	24.8	1	5	0
2012-13				
English	17	6	3	0
Math	17	6	3	0
Science	23	4	3	0
History	23	4	3	0

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

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

Eighth grade students may be nominated by their teachers to join the Spartans. Selected students serve as role models, provide leadership, and help 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)
- Positive Leadership (Eighth grade, annually)
- PTA Reflection Participation Awards

	Horace Mann		
	10-11	11-12	12-13
Suspensions (#)	19	5	9
Suspensions (%)	3.22%	0.84%	1.55%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	BHUSD		
	All Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	137	135	63
Suspensions (%)	5.31%	5.26%	2.42%
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 K-5) once a month in the science lab; activities support class lessons. The Foundation sponsors after-school intramural sports programs for basketball, flag football, and soccer to promote teamwork and good sportsmanship.

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

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		
2010-11	2011-12	2012-13
3	3	3

During the 2012-13 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 2012-13 school year included:

- Overall Data Trends and Goal Setting
- Data Director Training
- Department Collaboration - Course Analysis of Cluster Reports
- Data Analysis in Departments
- Multi-Tiered Supports/Interventions for HS
- Department Articulation - Benchmark Assessments, Curriculum, Best Practices

A portion of staff development days were allocated to meet site-based needs in preparation for the upcoming WASC review. Once a month, the Schools Secondary Education Council works as a collaborative body to establish goals in the school site plan and WASC plan, conduct data analysis, and engage in self-study activities to improve delivery of course content.

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 2012-13 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.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is

offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2012-13 school year included:

- Differentiated Instruction
- Data Analysis

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

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 8, 2013, 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 #2013-2014-004 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2013-14 school year, 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 completed his third year as principal of Horace Mann in 2012-13. He has served in the educational field for 37 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.

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin - A legacy of Literacy	0%	K
2002	Yes	Houghton Mifflin - Student Anthologies	0%	1-5
2002	Yes	Prentice Hall - Timeless Voices, Timeless Themes	0%	6-8
Math				
2009	Yes	Scott Foresman - Addison Wesley - enVision Math © 2009	0%	K-5
2009	Yes	Glencoe McGraw Hill - CA Mathematics: Concepts, Skills, and Problem Solving © 2008	0%	6-7
2009	Yes	McDougal Littell - Mathematics; Structure & Method (Course 1 Course 2, and Algebra)	0%	6-8
2009	Yes	Pearson - Pearson Hall Mathematics CA Edition (Algebra I)	0%	6-8
Science				
2008	Yes	Houghton Mifflin - Houghton Mifflin California 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
2003	Yes	ETR Associates - Safe Choices	0%	8
Social Science				
2007	Yes	Scott Foresman - Scott Foresman History - Social Science for California	0%	K-5
2007	Yes	Holt, Rinehart & Winston - World History, Ancient Civilizations	0%	6
2007	Yes	Holt, Rinehart & Winston - World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt, Rinehart & Winston - U.S. History, Independence to 1914	0%	8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel October 2013.

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

INTERVENTION PROGRAMS

Horace Mann School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Horace Mann School's intervention programs typically comes from the Student Success Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

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

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

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

The counselor provides academic guidance, conducts classroom visits to discuss social issues and conflict resolution, and identifies and resolves diverse issues interfering with a student's ability to learn and succeed in school. The district's technology'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 2012-13 school year, the school employed 43 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Horace Mann				BHUSD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	38	40	43		269	268	282	
Teachers with Full Credential	38	40	43		269	268	282	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		9	0	0	
Teacher Misassignments for English Learners	1	0	0	1	13	3	3	2
Total Teacher Misassignments	1	0	0	2	13	4	7	9
Teacher Vacancies	0	1	1	0	1	2	2	0

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

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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2012-13

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.6
School Nurse	1	0.2
Health Technician	1	1.0
Average Number of Students per Academic Counselor		1158

FTE = Full Time Equivalent

* = As needed

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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2012-13		
Horace Mann	100.0%	0%
District Totals		
All Schools	79.0%	21.0%
High-Poverty Schools	-	-
Low-Poverty Schools	79.0%	21.0%

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 2011-12 school year, Beverly Hills Unified School District spent an average of \$11,922 of total general funds to educate each student (based on 2011-12 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.)

Salary Comparison 2011-12

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,631	38,578
Mid-Range Teacher Salary	72,110	59,799
Highest Teacher Salary	85,530	78,044
Average Principal Salaries:		
Elementary School	124,577	95,442
High School	135,750	106,787
Superintendent Salary	231,668	150,595
Percentage of Budget For:		
Teacher Salaries	37	37
Administrative Salaries	4	6

Current Expense of Education Per Pupil 2011-12

Expenditures Per Pupil	Dollars Spent Per Student				
	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,396	N/A	N/A	N/A	N/A
Restricted (Supplemental)	344	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,052	6,762	104.3%	5,537	127.4%
Average Teacher Salary	69,808	68,436	104.5%	63,166	110.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Adult Education
- Class Size Reduction, Grades K-3 (Optional)
- Economic Impact Aid (EIA)
- Education Jobs Fund
- Lottery: Instructional Materials
- Other Local Funds
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

SARC DATA & INTERNET ACCESS

DATAQUEST

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