

BEVERLY HILLS UNIFIED SCHOOL DISTRICT



Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION

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HORACE MANN SCHOOL



2017-18 Annual School Accountability Report Card

A Report of 2017-18 Activity Published in January 2019

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 data and the school facilities documentation referred to in this report were acquired in January 2019.

PRINCIPAL'S MESSAGE

Welcome to Horace Mann School! Our school is a place to be proud of. We have a long tradition of academic excellence, with consistently high achievement levels and standardized assessment scores which place us among the top schools in California. Moreover, our students understand that their success is measured through their character and leadership as much as it is by their grades and test scores.

In this report card, we present our progress in fulfilling our responsibility to provide a stimulating, standards-based program in a safe and secure setting. Information about the quality of our instructional program and teaching staff will demonstrate our ability to prepare your children for future success. Together, all of us help to make Horace Mann a rich, diverse, and inspiring place to be. It is a pleasure being a part of the Horace Mann family, and I welcome your feedback and insights about ways we can continue to improve and to make our school all that it can be.

DISTRICT DESCRIPTION

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 4,000 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 DESCRIPTION

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2017-18 school year, Horace Mann School served 553 students in grades K-8. Student enrollment included 15% receiving special education services, 9.6% qualifying for English Language Learner support, and 19.7% 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.

Student Enrollment by Student Group and Grade Level

2017-18

| Student Group | % of Total Enrollment | Grade Level | # of Students |
|-----------------------------------|-----------------------|--------------|---------------|
| Black or African American | 4.0% | Kindergarten | 52 |
| American Indian or Alaskan Native | 0.2% | Grade 1 | 63 |
| Asian | 14.2% | Grade 2 | 66 |
| Filipino | 1.5% | Grade 3 | 57 |
| Hawaiian or Pacific Islander | | Grade 4 | 57 |
| Hispanic or Latino | 10.7% | Grade 5 | 76 |
| White | 62.1% | Grade 6 | 63 |
| Two or More Races | 7.3% | Grade 7 | 57 |
| Socioeconomically Disadvantaged | 19.7% | Grade 8 | 62 |
| English Learners | 9.6% | | |
| Students with Disabilities | 15.0% | | |
| Foster Youth | 0.2% | Total | 553 |

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.



Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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, Chili Cookoff & Craft Fair, Coffee with the Principal, and Multicultural Week 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 small group information session with eighth grade students and their parent(s) prior to high school enrollment; the session is designed to establish goals for high school coursework and learn about graduation and A-G requirements.

SCHOOL-TO-HOME COMMUNICATION

A variety of formats are used to communicate school news to parents. The PTA publishes a monthly newsletter which includes school information, a letter from the principal, and a calendar of events; the newsletter is emailed to all parents who have registered their email address through the PTA's website. A Smore newsletter is sent out to parents weekly on Sundays as reminders for upcoming activities. Aeries Communicator is an online telephone system that forwards text messages regularly to all phone numbers and email addresses in the school's database. JupiterGrades is an online student information system. Most school-to-home communications are distributed through phone calls, email, or the school website.

Students in grades 3-5 are given an "Agenda" and grades 6-8 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 email, activities, homework, schedules, and school news.

STUDENT ACHIEVEMENT

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/>.

| California Physical Fitness Test Results 2017-18 | | | |
|---|---------------------|--------|--------|
| Grade Level | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 28.4% | 34.3% | 17.9% |
| Seventh | 14.3% | 46.4% | 19.6% |

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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 has completed construction of two buildings and a new playground with the most innovative and cutting edge technology in the U.S.

| Campus Description | |
|---|-----------|
| Year Built | 1929/2016 |
| Acreage | 5.16 |
| Bldg. Square Footage | 68371 |
| Quantity | |
| # of Permanent Classrooms | 37 |
| # of Portable Classrooms | 0 |
| # of Restrooms (student use) | 4 sets |
| Auditorium | 1 |
| Cafeteria | 1 |
| Computer Lab | 1 |
| Counseling Office | 1 |
| Health Office | 1 |
| Library | 1 |
| Locker Rooms | 1 Set |
| Psychologist Office | 1 |
| Science Lab | 2 |
| Conference Rooms | 2 |
| Teacher Work Room / Collaboration Rooms | 1 |
| 3D Virtual Lab | 1 |
| MakerSpace | 1 |

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2017-18

| | English Language Arts/Literacy | | | | Mathematics | | | |
|-----------------------------------|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students Tested | 368 | 360 | 97.83% | 74.44% | 368 | 363 | 98.64% | 65.47% |
| Male | 202 | 202 | 100.00% | 72.27% | 203 | 202 | 99.51% | 67.33% |
| Female | 166 | 158 | 95.18% | 76.58% | 165 | 161 | 97.58% | 63.13% |
| Black or African American | 13 | 13 | 100.00% | 46.15% | 13 | 12 | 92.31% | 25.00% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 58 | 56 | 96.55% | 82.14% | 58 | 58 | 100.00% | 84.48% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 37 | 94.87% | 75.68% | 39 | 37 | 94.87% | 62.16% |
| White | 226 | 222 | 98.23% | 73.42% | 226 | 224 | 99.12% | 61.61% |
| Two or More Races | 22 | 22 | 100.00% | 68.18% | 22 | 22 | 100.00% | 66.67% |
| Socioeconomically Disadvantaged | 84 | 83 | 98.81% | 62.65% | 83 | 83 | 100.00% | 55.42% |
| English Learners | 69 | 65 | 94.20% | 55.38% | 70 | 69 | 98.57% | 49.28% |
| Students with Disabilities | 59 | 57 | 96.61% | 35.09% | 60 | 56 | 93.33% | 25.00% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics
for All Students in Grades Three Through Eight**

Percentage of Students Meeting or Exceeding the State Standards

| | Horace Mann | | BHUSD | | CA | |
|--------------------------------|-------------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English-Language Arts/Literacy | 66 | 74 | 75 | 77 | 48 | 50 |
| Mathematics | 59 | 65 | 65 | 63 | 37 | 38 |

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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

| | Horace Mann | | BHUSD | | CA | |
|-----------------------------|-------------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science (Grades 5, 8, & 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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. The "Measure E Construction Activities" chart contained within this report provides current information as to the status of Measure E 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, three playground aides monitor the playground areas. An armed security guard is present for visual deterrence. He monitors the exterior buildings and streets. Two security guards share shifts and check in and out visitors at the front office. They use the Raptor Security ID System, where visitors present their ID, and their background is checked before entering campus to ensure the safety of students. During recesses and lunch, four playground aides share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, four playground aides monitor the main exit to ensure a single gate entry point and remain on campus until 4 p.m.

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. No visitors are allowed to enter except through the main office.

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, updated and shared with school staff in November 2018.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or Horace Mann School's office.

Maintenance & Operations (M&O) employs a work order process enabling Horace Mann School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; one full-time day custodian and three full-time evening custodians are assigned to Horace Mann School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodian is responsible for general upkeep of campus grounds and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms four times a day

to ensure they are clean and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

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

FACILITIES INSPECTIONS

Horace Mann School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Horace Mann School took place on January 29, 2019. Schools are required by state law to report the condition of their facilities; the School Facilities Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

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

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

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Horace Mann School provides a disciplined, stimulating learning environment and takes pride in its high standards of scholarship and citizenship, setting a positive tone for the school. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for self-discipline.

Character education instruction and discipline models are based upon the district's character education program, the Pyramid of Success, character development program created and successfully utilized by famed UCLA basketball coach John Wooden. Each month students focus on the blocks that make up the pyramid such as Hard Work & Enthusiasm, Friendship & Loyalty, Cooperation, Self-Control & Determination, Alertness & Action, Fitness & Skill, Team Spirit, Poise & Confidence, and Personal Best. Each month the corresponding trait is emphasized in themed activities and class discussions. All school staff encourage students to practice the Pyramid of Success while at school and at home. This program will further be supported by a partnership with the Maple Counseling Center which works with Horace Mann students in various grade levels.

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 and periodically every month, the principal and assistant principal conduct discipline assemblies and hold classroom discussions to discuss school rules, safety procedures, expectations for positive behavior,

| Measure E Construction Activities | | | | | | | | |
|-------------------------------------|--|--|--|--|--|--|--|--|
| Completed Bond Projects in 2017-18 | | | | | | | | |
| New classroom building B | | | | | | | | |
| Building A structured cabling | | | | | | | | |
| HID card upgrade | | | | | | | | |
| Building B physical security system | | | | | | | | |
| Building B door security system | | | | | | | | |
| Building A modernization | | | | | | | | |
| Planned Bond Projects in 2018-19 | | | | | | | | |
| Phase 4 site work | | | | | | | | |

| Item Inspected | School Facility Good Repair Status | | | Repair Needed and Action Taken or Planned |
|--------------------------------------|------------------------------------|------|------|--|
| | Good | Fair | Poor | |
| Inspection Date: January 29, 2019 | | | | |
| Systems | ✓ | | | 151-Classroom - Room too cold; 225-Classroom - Too cold in the morning; 236-Classroom - Air too cold |
| Interior Surfaces | ✓ | | | 157-Classroom - Flooring not level, loose tiles; 158-Classroom & 159-Classroom - Flooring not level |
| Cleanliness | ✓ | | | P5-Instrument Music - Ant problems |
| Electrical | ✓ | | | 151-Classroom - Lighting problem; 173-Classroom - Lights flickering |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | P1-Office - Side doors need adjusting |

| Overall Summary of School Facility Good Repair Status | | | | |
|---|------|------|------|--|
| Exemplary | Good | Fair | Poor | |
| Overall Summary | ✓ | | | |

Percentage Description Rating:

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

consequences for breaking school rules, and academic expectations; teachers reinforce student responsibilities in class discussions. Students are reminded of the schoolwide theme "Be a Leader." They are to be respectful, make good choices, and solve their own problem. This is reinforced 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 consistant manner.

Seventh & eighth grade students may be nominated by their teachers to join the Spartans. They may be selected to join the program (W.E.B) Where Everyone Belongs. Selected students serve as role models, provide leadership, and help monitor hallways during transition periods. During Back-to-School Night and Open House, Spartan members serve as guides to help new parents with orientation efforts. Leadership skills to mentor 6th grade students. The selected 7th & 8th grade students attend 6th grade orientation and shape 6th grade school culture in a positive way by connecting students and helping them make new friendships. They hold four W.E.B events throughout the year.

Horace Mann School's classroom and schoolwide recognition programs reinforce behaviors associated with the Pyramid of Success and Student Responsibility Contract. Honors include:

- Summer Reading Medals
- Academic Achievement & Leadership (Grades 6-8)
- Community Service Awards
- Science Fair Awards
- Student Athlete Award (1 boy/1 girl, annually)
- Positive Leadership (Eighth grade, annually)
- PTA Reflection Participation Awards

| Suspensions and Expulsions | | | | | | | | |
|----------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| | Horace Mann | | | BHUSD | | | CA | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 |
| Suspensions | 3.30% | 4.60% | 5.40% | 2.30% | 3.50% | 3.90% | 3.70% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.00% | 0.09% | 0.09% |
| | | | | | | | 3.50% | |

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Horace Mann School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The city's parks and recreation department offers a variety of classes after school. Horace Mann School supports a vibrant fine and performing arts program through classroom instruction, annual showcases of student work, concerts, special assemblies, the Reflections art contest, and field trips to theaters, high school performances, and the Music Center. The PTA sponsors science activities (grades K-5) once a month in the science lab. The Foundation will begin to sponsor an after-school intramural sports program including: basketball, volleyball, and soccer to promote teamwork and good sportsmanship.

During lunch students can participate in yoga, chess, and cardboard playground activities which teaches students creativity and problem solving skills.

CLASS SIZE

The Class Size Distribution (grades K-5) and Class Size 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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

Horace Mann School sponsors supplemental site-based staff training activities on late start Wednesdays. During grade level and department level collaboration time, teaching staff concentrated on the identification of interventions for students experiencing academic difficulties. During the 2017-18 school year, professional development activities focused on:

- Academic Goals
- College Career Preparedness
- Developing Math Reasoning
- Differentiated Instruction
- English Language Arts
- Ensuring Connections Between Students and School Staff
- Improvement in Levels of Understanding in English/Language Arts
- Increasing Opportunities for Higher Order and Critical Thinking
- Mathematics
- Providing Opportunities for Meaningful Participation in School
- School Connectedness
- Science
- Social-Emotional Learning
- Technology

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.

Average Class Size and Class Size Distribution

| Grade Level | Average Class Size | 2015-16 | | |
|-------------|--------------------|---------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| K | 18.0 | 3 | | |
| 1 | 18.0 | 3 | | |
| 2 | 18.0 | 3 | | |
| 3 | 20.0 | 3 | | |
| 4 | 19.0 | 3 | | |
| 5 | 28.0 | | 2 | |
| 2016-17 | | | | |
| K | 20.0 | 2 | 1 | |
| 1 | 21.0 | | 3 | |
| 2 | 19.0 | 3 | | |
| 3 | 19.0 | 3 | | |
| 4 | 24.0 | | 3 | |
| 5 | 27.0 | | 2 | |
| 2017-18 | | | | |
| K | 17.0 | 3 | | |
| 1 | 21.0 | | 3 | |
| 2 | 22.0 | | 3 | |
| 3 | 19.0 | 3 | | |
| 4 | 29.0 | | 2 | |
| 5 | 25.0 | | 3 | |

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

Average Class Size and Class Size Distribution

| Subject | Average Class Size | 2015-16 | | |
|----------------|--------------------|---------|-------|-----|
| | | 1-22 | 23-32 | 33+ |
| English | 16 | 8 | 2 | 0 |
| Math | 15 | 8 | 3 | 0 |
| Science | 18 | 4 | 7 | 0 |
| Social Science | 16 | 8 | 2 | 0 |
| 2016-17 | | | | |
| English | 14 | 6 | 3 | 0 |
| Math | 13 | 8 | 2 | 0 |
| Science | 20 | 3 | 3 | 0 |
| Social Science | 16 | 5 | 2 | 0 |
| 2017-18 | | | | |
| English | 14 | 8 | 1 | 0 |
| Math | 14 | 9 | 0 | 0 |
| Science | 23 | 2 | 3 | 0 |
| Social Science | 18 | 4 | 3 | 0 |

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

During the 2016-17, 2017-18, and 2018-19 school years, Beverly Hills Unified School District offered professional 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 2016-17, 2017-18, and 2018-19 school years included the following topics:

Professional Development Days & Topics

Three-Year Trend

| 2016-17 | 3 days |
|--|--------|
| ▪ Instructional Technology | |
| ▪ Human Growth Development Training | |
| ▪ English Language Arts Adoption | |
| 2017-18 | 3 days |
| ▪ Technology & Student Responsibilities | |
| ▪ Annual Mandated Reporter Training & Assessment | |
| ▪ Transformational Teaching and Learning with Technology (Keynote Speaker) | |
| ▪ Disaster Assistance Response Team (DART) Training | |
| 2018-19 | 3 days |
| ▪ The Basics of Mindfulness for Self-Care and Stress Management | |
| ▪ Social & Emotional Learning | |
| ▪ Cognitive Guided Instruction | |
| ▪ Google Basics & Learning Management System | |

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction (CTID) program, 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 currently being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On September 25, 2018, 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 #2018-2019-006 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 2018-19 school year, all students enrolled in elective classes were been provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

SCHOOL LEADERSHIP

Leadership at Horace Mann School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork among the principal, assistant principal, and school leadership team ensures both curricular and operational components of Horace Mann function properly.

The principal is responsible for day-to-day operations and the overall instructional program; the assistant principal oversees student discipline, school safety, SST process, special education programs, and positive reinforcement programs. Principal Dr. Fine will serve her second year as principal during the 2018-19 school year.

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 approximately 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.

| Textbooks | | | |
|-----------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2016 | Yes | Benchmark Education - Benchmark Advance | 0% |
| 2016 | Yes | McGraw-Hill Education - Study Sync | 0% |
| Math | | | |
| 2013-2014 | Yes | Pearson - enVisionMATH California Common Core © 2015 | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015 | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015 | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015 | 0% |
| Science | | | |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Instant | 0% |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Unit Big | 0% |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Hardcover" | 0% |
| 2008 | Yes | Prentice Hall - Focus on Earth Science | 0% |
| 2008 | Yes | Prentice Hall - Focus on Life Science | 0% |
| 2008 | Yes | Prentice Hall - Focus on Physical Science | 0% |
| Social Science | | | |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Learn and Work" | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Time and Place" | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Then & Now" | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Communities" | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our California" | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Nation" | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: Ancient World | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: Medieval World & Beyond | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: US through Industrialism | 0% |

SPECIALIZED INSTRUCTION

All curriculum and instruction is currently being aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced California Common Core State Standards aligned program. Horace Mann School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Success Team (SST). The SST is responsible for addressing barriers that impact the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, one-to-one tutoring, small group instruction, and/or counseling.

SPECIAL EDUCATION SERVICES

Horace Mann School has adopted the Specialized Academic Instruction (SAI) model to service students with an IEP and qualifying for special education support. The special education program is supported by highly qualified, caring staff. Students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. One speech therapist and one psychologist provide designated services based upon student needs. A team of 6.5 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) 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 ELPAC 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 full-time Title I teacher and three instructional aides provide push in/pull out services for elective courses for students in grades K-8.
- Maple Center, grades K-8: provides community circle time
- After-school tutoring provided by community volunteers through the recreation department. Parents may contact the center directly to arrange tutoring sessions.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2017-18 school year, Horace Mann School had 46 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | Teacher Credentials and Assignments | | | | | |
|---|-------------------------------------|-------|-------|-------|-------|-------|
| | Horace Mann | | | BHUSD | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Total Teachers | 46 | 46 | 46 | 290 | 287 | 272 |
| Teachers with Full Credential | 46 | 46 | 46 | 290 | 287 | 272 |
| Teachers without Full Credential | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 0 | 0 | 0 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 1 | 2 | 1 |
| Total Teacher Misassignments* | 2 | 0 | 1 | 6 | 3 | 3 |
| Teacher Vacancies | 1 | 1 | 1 | 4 | 1 | 0 |

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

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.

Academic Counselors and Other Support Staff

2017-18

| | No. of Staff | FTE* |
|-----------------------------------|--------------|------|
| Academic Counselor | 1 | 1.0 |
| Psychologist | 1 | 1.0 |
| School Nurse | 1 | 0.2 |
| Health Technician | 1 | 1.0 |
| Adaptive PE Specialist | 1 | 0.2 |
| Occupational Therapist | 1 | 1.0 |
| Counselor | 1 | 0.5 |
| Library Technician | 1 | 1.0 |
| Information Technology Specialist | 1 | 0.5 |

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

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 2016-17 school year, Beverly Hills Unified School District spent an average of \$16,365 of total general funds to educate each student (based on 2016-17 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.)

Teacher and Administrative Salaries

2015-16

| | BHUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary | 51,230 | 44,144 |
| Mid-Range Teacher Salary | 80,958 | 69,119 |
| Highest Teacher Salary | 98,626 | 86,005 |
| Average Principal Salaries: | | |
| Elementary School | 141,450 | 106,785 |
| High School | 170,000 | 121,395 |
| Superintendent Salary | 249,000 | 178,104 |
| Percentage of Budget For: | | |
| Teacher Salaries | 40 | 34 |
| Administrative Salaries | 5 | 6 |

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

Expenditures Per Pupil and School Site Teachers Salaries

2016-17

| Expenditures Per Pupil | Dollars Spent Per Student | | | | |
|-----------------------------------|---------------------------|-------|----------|---|---------------------------------|
| | Horace Mann | BHUSD | District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 10,558 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,093 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 9,465 | 8,895 | 106.4% | 88,723 | 10.7% |
| Average Teacher Salary | 81,765 | 7,125 | 1168.8% | 71,392 | 114.5% |

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.