



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

HORACE MANN SCHOOL



2018-19 Annual School Accountability Report Card

A Report of 2018-19 Activity Published in January 2020

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 was acquired in October 2019 and the school facilities documentation referred to in this report was acquired in January 2020.

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 three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

DISTRICT MISSION AND MISSION

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

SCHOOL DESCRIPTION

Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2018-19 school year, Horace Mann School served 561 students in grades K-8. Student enrollment included 15.7% receiving special education services, 11.8% qualifying for English Language Learner support, and 18.9% enrolled in the free or reduced-price meal program. Middle school students (grades 6-8) are in a "school within a school" setting, rotating between classes for individual subject area lessons.

As a California Distinguished School, Horace Mann School offers students in the surrounding community the best in standards-based curriculum, family support, and technology, enabling students to become leaders in the new millennium. Every staff member is



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

Student Enrollment by Student Group and Grade Level 2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	3.4%	Kindergarten	39
American Indian or Alaskan Native		Grade 1	57
Asian	13.7%	Grade 2	71
Filipino		Grade 3	62
Hawaiian or Pacific Islander	1.1%	Grade 4	55
		Grade 5	58
Hispanic or Latino	11.6%	Grade 6	81
White		Grade 7	75
Two or More Races	62.5%	Grade 8	63
Socioeconomically Disadvantaged			
English Learners	7.8%		
Students with Disabilities	18.9%		
Homeless	11.8%		
Foster Youth	15.7%		
	0.7%	Total Enrollment	561

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:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and School facilities are maintained in good repair

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates; and
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical 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 and with community service projects. Fundraising activities and other school activities 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, 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. Most school-to-home communications are distributed through phone calls, email, or the school website.

Students in grades 3-5 are given 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 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	25.9%	22.4%	32.8%
Seventh	29.4%	26.5%	20.6%

Note: Percentages are not calculated and double dashes (-) appear in the table 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) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	379	365	96.31%	3.69%	73.42%	379	373	98.42%	1.58%	63.00%
Male	217	208	95.85%	4.15%	70.19%	217	214	98.62%	1.38%	63.08%
Female	162	157	96.91%	3.09%	77.71%	162	159	98.15%	1.85%	62.89%
Black or African American	12	12	100.00%	0.00%	66.67%	12	12	100.00%	0.00%	16.67%
Asian	57	52	91.23%	8.77%	82.69%	57	57	100.00%	0.00%	85.96%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	39	39	100.00%	0.00%	69.23%	39	39	100.00%	0.00%	58.97%
White	234	225	96.15%	3.85%	73.33%	234	228	97.44%	2.56%	59.21%
Two or More Races	24	24	100.00%	0.00%	62.50%	24	24	100.00%	0.00%	66.67%
Socioeconomically Disadvantaged	85	80	94.12%	5.88%	65.00%	85	82	96.47%	3.53%	47.56%
English Learners	71	63	88.73%	11.27%	58.73%	71	70	98.59%	1.41%	55.71%
Students with Disabilities	58	56	96.55%	3.45%	35.71%	58	56	96.55%	3.45%	26.79%
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	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	74	73	77	75	50	48
Mathematics	65	63	63	65	38	37

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	
	17-18	18-19	17-18	18-19	17-18	18-19
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.

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

MEASURE BH BOND

In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund. Projects to be funded with Measure BH will be reported in the 2019-20 SARC to be published in January 2021.

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" reported for 2018-19 and 2019-20 included the completion of the re-roofing project. The contract closeout is now in process.

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, 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, playground aides share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, playground aides monitor the main exit to ensure a safe egress 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 2019.

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 December 5, 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.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Horace Mann School provides a safe, 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.

Teachers have established grade-appropriate classroom management and incentive programs to maintain an effective learning environment. All parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
December 5, 2019				
Systems	✓			Unisex RR - Dirty vent
Interior Surfaces	✓			A-106/Principal, A-110 & A-127 - Ceiling tiles have water stains (hallway); A-110 & A-127 - Ceiling tiles are missing (hallway); A-129 & A-130 - Ceiling tile has a water stain; A-214 - Ceiling tiles have water stains (stairwell); A-203 & 222 - Ceiling tiles have water stains; Boys RR - Stall door is missing; 237 - Ceiling tile is broken; 237 - Ceiling tile is missing
Cleanliness	✓			A-120, A-130, A-205, A-204, A-203, A-202, A-201, 151, 153, 154, 155, 182/Prep Room, 227 & 224 - Unsecured items are stored too high; 162 - Storage room is overly cluttered; 183 - Room is overly cluttered
Electrical	✓			Girls RR & 158 - One light panel is out; Boys Locker Room & Girls Locker Room - Two electrical covers are missing in ceiling; 224 - Electrical appliances are in close proximity to a water source; Auditorium - Two light fixtures are out
Restrooms/Fountains	✓			A-112 - Faucet and drinking fountain have no flow; A-112 - Drinking fountain handle is broken; A-132 - Faucet handle is broken (RR); 152 - Drinking fountain has a sporadic flow; Unisex RR - Toilet is not flushing properly; 233 - Drinking fountain has a low flow; Boys RR - Faucet handle is missing; Auditorium - Drinking fountain has a high flow; Mens RR - Faucet handles are broken; Womens RR - Faucet handle is broken
Safety	✓			Admin, A-107/Library, A-129, A-133, A-203, A-201 & 236 - Plug in air freshener; A-120, A-204 & 239 - Improperly stored cleaning supplies; A-203 - Fire sprinkler cap is missing (hallway); A-201 - Access to fire extinguisher is blocked; 153 - Three plug in air fresheners; 224 - Paint is peeling on hallway wall
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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.

Suspensions and Expulsions									
	Horace Mann			BHUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.60%	5.40%	4.70%	3.50%	3.90%	4.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.10%	0.09%	0.08%	0.10%

Progressive disciplinary measures begin in the classroom when students choose not to follow school expectations. 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. Discipline measures are consistently applied in a fair and consistent manner.

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.

During lunch students can participate in yoga, chess, and cardboard playground activities which teaches students creativity and problem solving skills. Other classes and/or clubs may be offered before or after school or at lunch to enhance the educational experience. These other classes/clubs may be offered according to teacher interest and/or scheduling.

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.

Average Class Size and Class Size Distribution

2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2018-19				
K	13.0	3		
1	19.0	3		
2	18.0	4		
3	21.0	1	2	
4	18.0	3		
5	25.0	1	2	

*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

2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2018-19				
English	17	8	1	0
Math	22	2	4	0
Science	17	7	1	0
Social Science	21	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.

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 2018-19 school year, professional development activities focused on:

- College Career Preparedness
- Differentiated Instruction
- English Language Arts
- Ensuring Connections Between Students and School Staff
- Improvement in Levels of Understanding in English/Language Arts
- 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.

During the 2017-18, 2018-19, and 2019-20 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:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	3 days
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • The Basics of Mindfulness for Self-Care and Stress Management • Social & Emotional Learning • Cognitive Guided Instruction • Google Basics & Learning Management System 	
2019-20	3 days
<ul style="list-style-type: none"> • Aeries Gradebook / Communications • Google Classroom / G-Suite • Positive Behavior Intervention & Supports (PBIS) 	

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 24, 2019, 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 #2019-2020-004 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 2019-20 school year, all students enrolled in elective classes were 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 Bugbee will serve his first year as principal during the 2019-20 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.

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.

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%

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. 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 2018-19 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 teacher that grade level, subject area, student group, etc.

	Horace Mann			BHUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	46	46	48	287	272	259
Teachers with Full Credential	46	46	48	287	272	259
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	2	1	2
Total Teacher Misassignments*	0	1	1	3	8	3
Teacher Vacancies	1	0	1	1	0	2

*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 2018-19		
	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	1.0
Library Technician	1	1.0
Information Technology Specialist	1	1.0

**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 2017-18 school year, Beverly Hills Unified School District spent an average of \$17,371 of total general funds to educate each student (based on 2017-18 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 2017-18

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,539	46,208
Mid-Range Teacher Salary	86,187	72,218
Highest Teacher Salary	104,206	92,742
Average Principal Salaries:		
Elementary School	148,434	134,864
Middle School		118,220
High School	163,775	127,356
Superintendent Salary	281,950	186,823
Percentage of Budget For:		
Teacher Salaries	36	33
Administrative Salaries	6	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 2017-18

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	28,912	N/A	N/A	N/A	N/A
Restricted (Supplemental)	612	N/A	N/A	N/A	N/A
Unrestricted (Basic)	28,301	14,071	201.1%	7,507	377.0%
Average Teacher Salary	78,658	91,600	101.4%	72,949	107.8%

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 2017-18 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 Program
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education