

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

Horace Mann Elementary School

**HORACE
MANN**
ELEMENTARY SCHOOL



2020-21 Annual School Accountability Report Card

A Report of 2020-21 Activity Published in January 2022

Horace Mann Elementary School

Grades TK-5
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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21 and 2021-22 school years due to the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Welcome to Horace Mann Elementary 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.

Students began virtual learning in March of 2020. In March of 2021, approximately two-thirds of the students and teachers at Horace Mann returned to live instruction on a half-time basis with an AM cohort and a PM cohort. In May of 2021, that same two-thirds returned to full-day live instruction while the other one-third remained virtual which is how Horace Mann finished out the year in June 2021.

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 3,200 students in grades transitional 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 Vision

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 Elementary School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2020-21 school year, Horace Mann Elementary School served 691 students in grades TK-5. Student enrollment included 13.9% receiving special education services, 10.6% qualifying for English Language Learner support, 0.2% foster youth, and 20.4% enrolled in the free or reduced-price meal program.

Horace Mann Elementary 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.

School Mission

Our mission at Horace Mann Elementary 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.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.9%	Kindergarten	73
Male	51.1%	Grade 1	87
Non-Binary		Grade 2	74
American Indian or Alaskan Native		Grade 3	117
Asian	13.4%	Grade 4	114
Black or African American	2.5%	Grade 5	147
Filipino	0.7%		
Hispanic or Latino	8.3%		
Native Hawaiian or Pacific Islander			
Two or More Races	8.0%		
White	64.5%		
English Learners	10.6%		
Foster Youth	0.2%		
Homeless			
Migrant			
Socioeconomically Disadvantaged	20.4%	Total Enrollment	
Students with Disabilities	13.9%		612

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- 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 alternative

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 sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

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

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

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

Parent Involvement

Horace Mann Elementary 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 Learner 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.

Although the move to virtual learning prevented us from seeing our parents as well as our students on a daily basis, we were able to continue with PTA and School Site Council meetings virtually. The PTA continued their newsletters at regular intervals and continued with some programs.

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, and a calendar of events; the weekly newsletter, the Husky Howler, is emailed to all parents who have registered their email address through the PTA's website. The 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.

Administration sends out a weekly newsletter entitled, "The Weekly Woof," which updates the community on school happenings and upcoming events. This includes notes from the principal, counselor, technology coach, grade levels, and a calendar. School staff, parents, and community members communicate through district provided email addresses for staff.

Students in grades 3-5 may be 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 Elementary School's website at <http://hm.bhusd.org> for general information about the school, staff email, activities, homework, schedules, and school news.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2020-21

	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	377	360	95.49%	4.51%	69.72%	377	365	96.82%	3.18%	58.90%
Female	180	175	97.22%	2.78%	70.29%	180	177	98.33%	1.67%	53.67%
Male	197	185	93.91%	6.09%	69.19%	197	188	95.43%	4.57%	63.83%
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	48	44	91.67%	8.33%	79.55%	48	47	97.92%	2.08%	68.09%
Black or African American	13	12	92.31%	7.69%	58.33%	13	12	92.31%	7.69%	41.67%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	29	29	100.00%	0.00%	62.07%	29	29	100.00%	0.00%	55.17%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	36	34	94.44%	5.56%	73.53%	36	34	94.44%	5.56%	55.88%
White	248	238	95.97%	4.03%	69.33%	248	240	96.77%	3.23%	59.17%
English Learners	36	30	83.33%	16.67%	16.67%	36	35	97.22%	2.78%	25.71%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	84	80	95.24%	4.76%	60.00%	84	83	98.81%	1.19%	44.58%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	64	55	85.94%	14.1%	45.45%	64	55	85.94%	14.1%	41.82%

Note: N/A values indicate this school did not test students using the CAASPP for ELA.

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.

Note: At or above grade-level standard in the context of the local assessment administered

Double dashes (--) appear in this 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.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	70.71	N/A	73.43	N/A	49.01
Mathematics	N/A	59.72	N/A	57.18	N/A	33.76

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	49.65	N/A	44.56	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability,

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).

Student Achievement

Physical Fitness

In the spring of each year, Horace Mann Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. 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/>.

During the 2020-21 school year, no physical fitness test was given due to the Covid-19 pandemic.

California Physical Fitness Test Results

2020-21

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

School Facilities & Safety

Facilities Profile

Horace Mann Elementary 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 Elementary 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)	7 sets
Auditorium	1
Cafeteria	1
Counseling Office	1
Health Office	1
Library	1
Locker Rooms	1 Set
Psychologist Office	1
Science Lab	1
Conference Rooms	4
Teacher Work Room / Collaboration Rooms	6
MakerSpace	1

Measure E & Measure BH Bonds

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. 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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	144	142	98.61%	1.39%	49.65%
Female	79	77	97.47%	2.53%	51.32%
Male	65	65	100.00%	0.00%	47.69%
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A
Asian	18	18	100.00%	0.00%	61.11%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	103	101	98.06%	1.94%	50.50%
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	--	--	--	--	--
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	29	29	100.00%	0.00%	41.38%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	22	20	90.91%	9.1%	36.84%

project and allow the opportunity to start new work that the Measure E bond was unable to fund.

Construction projects started in 2020/21 and continuing into 2021/22 include renovations of restrooms for ADA compliance and for age appropriate fixtures as a result of the district reconfiguration. District staff are in the planning process for theater AV and lighting replacement and upgrades.

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 exits to ensure safe egress points and remain on campus until 3:30 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 with private security personnel at the front gate upon arrival. No visitors are allowed to enter except through the main office. At this time, only essential visitors are permitted to be on campus.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Horace Mann Elementary 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 October 2021.

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 Elementary School's office.

Maintenance & Operations (M&O) employs a work order process enabling Horace Mann Elementary 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 Elementary School and works closely with school administration 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 Elementary 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 Elementary School took place on July 28, 2021. Schools are required by state law to report the condition of their facilities; the School Facilities Good Repair Status table

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Repair Needed and			
July 28, 2021	Good	Fair	Poor	Action Taken or Planned
Systems	✓			A-130 - Dirty vent in RR; Unisex RR & Unisex RR - Dirty vent
Interior Surfaces		✓		A-104/Health Office & 236 - Formica trim is missing on countertop; A-106/Principal - Ceiling tiles have water stains (hallway); A-130 - Ceiling tile has a water stain; 178, 181, 182/Prep Room, 237 & 222 - Ceiling tiles have water stains; 180 - Floor tiles are lifting; 223 - Ceiling tile has a water stain (hallway); Auditorium - Rubber trim is loose/missing at seating area, paneling is peeling on seats
Cleanliness	✓			A-130, A-205, A-204, A-203, A-202, A-201, A-200, 151, 152, 153, 154, 156, 180, 182/Prep Room, 236, 234, 227 & 224 - Unsecured items are stored too high
Electrical	✓			A-106/Principal - Extension cords are daisy chained; A-120 - Extension cord and surge protector are daisy chained; A-205 - Electrical cover is broken in floor (taped); 154 - Extension cord is being permanently used; Boys Locker Room & Girls Locker Room - Three electrical covers are missing in ceiling; 228 - Light diffuser is missing; 224 - Electrical appliances are in close proximity to a water source; Auditorium - Two light fixtures are out
Restrooms/Fountains	✓			Girls RR - One faucet has no flow; Mens RR & Unisex RR (Auditorium) - Faucet handle is broken
Safety	✓			A-132 - Improperly stored cleaning supplies (WD-40); A-204, 178, 180 & 223 - Improperly stored cleaning supplies; 176 - Paint is peeling on interior wall
Structural	✓			
External	✓			
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.

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.

Classroom Environment

Discipline & Climate for Learning

Horace Mann Elementary 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.

School staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for

their decisions. Character education instruction and discipline models are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

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.

Through PBIS, students are taught behavior expectations rather than punished when they do not meet expectations. Students are acknowledged and awarded for making safe, responsible and respectful choices.

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.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16%	0.00%
Female	0.00%	0.00%
Male	0.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.24%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Average Class Size and Class Size Distribution				
2018-19				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2019-20				
K	20.0	1	4	
1	21.0	1	3	
2	26.0		4	1
3	21.0	2	4	
4	28.0		5	
5	27.0		5	
2020-21				
K	19.0	14	3	1
1	23.0	12	10	4
2	19.0	22	1	3
3	24.0	2	25	5
4	28.0	2	19	4
5	32.0	1	25	5

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

Suspensions and Expulsions								
	Horace Mann			BHUSD			CA	
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20 20-21
Suspensions	4.70%	1.01%	0.16%	4.40%	3.14%	0.79%	3.50%	2.50% 0.20%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10% 0.00%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	17	8	1	0
Math	22	2	4	0
Science	17	7	1	0
Social Science	21	4	3	0
2019-20				
English	0	0	0	0
Math	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	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.

Class Size

The Class Size Distribution table in this report illustrates 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.

Enrichment Activities

Students are encouraged to participate in Horace Mann Elementary 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 Elementary 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. 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.

Due to Covid-19, enrichment activities continued via virtual learning. Lunchtime activities and/or clubs were curtailed during virtual learning. When students and staff returned to campus, only essential visitors were allowed in person and the number of enrichment activities were limited.

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 Elementary 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 2019-20, 2020-21, and 2021-22 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 included the following topics:

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

2019-20 3 days

- Aeries Gradebook / Communications
- Google Classroom / G-Suite
- Positive Behavior Intervention & Supports (PBIS)

2020-21 3 days

- Aeries Gradebook / Communications
- Goalbook Pathway & Goalbook Toolkit
- Google Classroom / G-Suite
- Instructional Technology: Kami, Screencastify, Flocabulary, Nearpod, Listenwise, and SeeSaw
- Positive Behavior Intervention & Supports (PBIS)
- Zoom

2021-22 3 days

- Strategic Plan Goals & Implementation of Professional Learning Communities
- Common Assessments
- CPR & First Aid Certifications

Due to Covid-19, Staff Development moved from a focus of standards-based instructional strategies to teacher and staff training of technology based educational programs to ensure that teachers were delivering a high quality virtual education as compared to their quality academic programs that were being delivered while in a live classroom setting. During the 2020-21 school year, professional development activities focused on:

- College Career Preparedness
- Connection with schools and classrooms around the state to share ideas)
- Differentiated Instruction
- English Language Arts
- Ensuring Connections Between Students and School Staff
- Improvement in Levels of Understanding in English/Language Arts
- Instructional Technology (Kami, Screencastify, Seesaw, Listenwise, Flocabulary, Nearpod, Peardeck, Google Meets, Jamboard, FlipGrid, Kahoot, Quizzes, Story Creator, Bitmoji Classrooms)
- Mathematics
- Providing Opportunities for Meaningful Participation in School
- School Connectedness

- Science
- Social-Emotional Learning
- Technology
- Virtual Learning Pedagogy

Throughout the year Horace Mann Elementary School's teachers are given the opportunity to attend professional conferences, returning to campus to share and train fellow teachers on the innovations and strategies learned as they relate to current practices and programs. Attendance and participation is based on each individual teacher's areas of expertise and responsibility.

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), 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, 2021, 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 #2021-2022-005 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

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%
Math			
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%
Science			
2008	Yes	Houghton Mifflin - Harcourt Science	0%
Social Science			
2007	Yes	Scott Foresman - History - Social Science for California	0%

pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2021-22 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 Elementary 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 principals oversee student discipline, school safety, SST process, special education programs, positive reinforcement programs, Title I and English Language Development.

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 principals, 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 while addressing the LCAP District Strategic Plan. 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 3-4 times per year. 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.

The Instructional Leadership Team, PBIS and SSC all continued to meet regularly during home learning. Parents and staff dedicated many hours to plan for the closing and then reopening of school in a virtual environment.

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 Elementary 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 potential, 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, intervention support in Title I, small group instruction, and/or counseling.

All students receiving specialized instructional support: Special Education, English Language Development, Title I, GATE continued to receive services through virtual support/learning.

Special Education Services

Horace Mann Elementary 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 five special education teachers are responsible for providing academic support to students with special needs. 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. Teachers use SDAIE (Specially Designed Academic Instruction in English) to promote language acquisition skills, academic achievement, and cross-cultural skills. One full-time EL teacher provides instruction for 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 Elementary School continues to monitor their performance through the ELPAC and adjusts instruction as needed to ensure continued success.

Gifted & Talented Education

Horace Mann Elementary 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 depth, complexity or degree of novelty.

Intervention Programs

Horace Mann Elementary 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 Elementary School's intervention programs is based on recent student data with groups remaining fluid based on student achievement. Other sources of referrals may be 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:

- Title I Support: One full-time Title I teacher and three instructional aides provide push in/pull out services for students in grades K-5.
- After-school tutoring provided by community volunteers through the recreation department.

Professional Staff

Teacher Assignment

The charts below identify the number of teachers at the Horace Mann Elementary School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Horace Mann Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned, 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teacher.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2020-21)	Number
Permits and Waivers	0
Misassignments	0.9
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0.9

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0.3
Total Out-of-Field Teachers	0.3

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.9	80.8	186.9	80.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	0	0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	2.3	8	3.5	112316.7	4.1
Unknown	0.3	0.7	4.4	1.9	12115.8	4.4
Unknown	6.9	16.1	32.1	13.9	18854.3	6.9
Total Teaching Positions	43.2	100	231.4	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a

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 specialists work with students and staff to identify 1) technology-based tools, 2) software programs, and 3) teacher training to support and improve academic achievement.

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 2020-21		
	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 on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Horace Mann Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is 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. Data to prepare the instructional materials sections was acquired in September 2021 and the school facilities section was acquired in October 2021.

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 2019-20 school year, Beverly Hills Unified School District spent an average of \$22,081 of total general funds to educate each student (based on 2019-20 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 2019-20		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,866	48,119
Mid-Range Teacher Salary	94,605	74,665
Highest Teacher Salary	114,385	98,160
Average Principal Salaries:		
Elementary School	151,926	118,542
Middle School	175,886	125,068
High School	189,794	133,516
Superintendent Salary	290,139	194,199
Percentage of Budget For:		
Teacher Salaries	32	31
Administrative Salaries	7	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 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,514	N/A	N/A	N/A	N/A
Restricted (Supplemental)	378	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,136	11,547	79.1%	8,444	108.2%
Average Teacher Salary	104,501	102,945	106.6%	77,042	135.6%

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 2019-20 school year, the district received categorical, special education, and support programs, including but not limited to:

- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in English Language Arts by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1718	92.4%	7.6%	73.43%
Female	876	813	92.8%	7.2%	75.09%
Male	983	905	92.1%	7.9%	71.95%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	189	93.1%	6.9%	80.96%
Black or African American	53	49	92.4%	7.6%	51.02%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	148	94.3%	5.7%	71.62%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	76.98%
White	1290	1186	91.9%	8.1%	73.41%
English Learners	105	93	88.5%	11.5%	30.44%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	313	90.4%	9.6%	65.7%
Students Receiving Migrant Education Services					
Students with Disabilities	249	208	83.5%	16.5%	39.81%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1724	92.7%	7.3%	57.18%
Female	876	807	92.1%	7.9%	54.46%
Male	983	917	93.2%	6.8%	59.56%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	195	96.1%	3.9%	72.17%
Black or African American	53	51	96.2%	3.8%	29.41%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	151	96.2%	3.8%	47.68%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	53.97%
White	1290	1180	91.4%	8.6%	57.64%
English Learners	105	98	93.3%	6.7%	31.63%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	319	92.2%	7.8%	43.08%
Students Receiving Migrant Education Services					
Students with Disabilities	249	221	88.7%	11.3%	27.73%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.