

BEVERLY HILLS UNIFIED SCHOOL DISTRICT



HORACE MANN SCHOOL



2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

Horace Mann School

Grades K-8

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in August 2008 and school facilities information was acquired in October 2008.

PRINCIPAL'S MESSAGE

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

In this report card, we present our progress in fulfilling our responsibility to provide a stimulating, standards-based program in a safe and secure setting. Information about the quality of our instructional program and teaching staff will demonstrate our ability to prepare your children for future success.

Together, all of us help to make Horace Mann a rich, diverse, and inspiring place to be. It is a pleasure being a part of the Horace Mann family, and I welcome your feedback and insights about ways we can continue to improve and to make our school all that it can be.

Sincerely,
Dawnalyn Murakawa-Leopard, Principal

DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 5,300 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

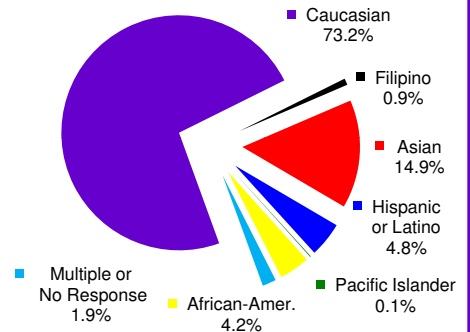
Horace Mann School is located in the eastern region of the district's boundaries and considered a neighborhood school. During the 2007-08 school year, Horace Mann School served 683 students in grades K-8. Student enrollment included 11.57% receiving special education services, 10% qualifying for English Language Learner support, and 11.6% qualifying for free or reduced-price lunch. Middle school students (grades 6-8) are in a "school within a school" setting, rotating between classes for individual subject area lessons.

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



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

Percentage of Students by Ethnicity
2007-08 Enrollment: 683



DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

SCHOOL MISSION

Our mission at Horace Mann School is to empower students to become independent, self-motivated learners who function productively in society and who are prepared to continue on into higher education.

PARENT INVOLVEMENT

Horace Mann School is very proud of the extraordinary support of its parents and its strong connection to the Beverly Hills community. Parents are encouraged to participate fully by volunteering their time, attending school events, or sharing in the decision-making process. Staff welcome parents to help out in the classroom, with the playground equipment cart at lunch, and with community service projects. Fundraising activities and other school activities including School Safety Week, Bank Day, and the Lunch Bunch provide opportunities for parents to interact with school staff while supporting their children's efforts. The School Site Council and Parent Teacher Association provide opportunities

for parents to have input on curricular programs and financial planning. Parents seeking 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 district's Director of Curriculum led a Math Initiative presentation for parents; this newly adopted program is designed to provide the necessary staff development and instructional resources to help students increase math achievement. A special workshop presented by SCORE representatives provided valuable strategies on how parents can offer academic support at home. The high school principal conducts an annual meeting with eighth grade parents to share effective student support strategies to ease the transition into high school. High school counselors schedule a conference with each eighth grade student and their parent(s) prior to high school enrollment; the conference is designed to establish goals for high school coursework and establish a four-year plan.

SCHOOL-TO-HOME COMMUNICATION

A variety of formats are used to communicate school news to parents. The "Thursday Packet" is distributed weekly and includes important information about school activities and special announcements. Also, each week, the PTA publishes a newsletter which includes school information and a calendar of events and is e-mailed to all parents in the school's e-mail database. The Middle School Communications Committee distributes information via e-mail through an effective network of parent volunteers.

Students in grades 3-5 receive 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. Students in grades 6-8 are given the option to purchase an Agenda as well.

Parents may access Horace Mann School's website at <http://hm.bhusd.org> for general information about the school, staff e-mail, activities, homework, schedules, and school news. Blackboard is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Horace Mann School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of Horace Mann School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP

requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37.0% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Horace Mann BHUSD	
	Mann	BHUSD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies a student's level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Horace Mann School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting Program) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), the Appendix 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and

Basic levels may be placed in structured intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of Horace Mann School students performing at Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

PHYSICAL FITNESS

In the spring of each year, Horace Mann School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 11.3% of fifth grade students and 26.2% of seventh grade students were 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/>.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report (page 3) highlights Horace Mann School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Horace Mann			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	72	70	71	73	73	73	42	43	46
Math	72	71	74	70	66	62	40	40	43
Science	69	71	71	69	67	73	35	38	46
History	68	52	70	65	56	59	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Horace Mann						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	62		78	*	82		70
Math	46		88	*	91		71
Science	55		84	*	*		69
History	*		88	*	*		70

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Horace Mann					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	69	73	52	67		
Math	78	69	69	71		
Science	80	64	58	76		
History	78	63	*	50		

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		9	9	9
Similar Schools Rank		3	6	4
		Increase/Decrease in API		
Results		2005-06	2006-07	2007-08
Schoolwide - All Students	883	7	2	10
Ethnic Subgroups				
Asian	932	-17	3	19
Caucasian	877	11	3	3

of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Horace Mann School received Title I Targeted Assistance funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

Title I Program Improvement (PI) Status

PI Status	Horace Mann	BHUSD
	Not In PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

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.

Campus Description

Year Built	1929
Acreage	5.16 ac
Square Footage	69,929 sq. ft.
Number of Buildings	5
	Qty.
# of Permanent Classrooms	45
# of Portable Classrooms	3
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Computer Lab	2
Counseling Office	1
Health Office	1
Library	1
Locker Rooms	1 set
Science Lab	1
Staff Lunch Room	1
Teacher Work Area	1

2007-08 Campus Improvement Projects:

- Continuation of auditorium restoration which included refurbishing seating and flooring systems and painting interior walls
- Installation of new flooring in Room 108
- Removal and replacement of concrete in kindergarten playground
- Installation of intrusion alarms
- Completion of restroom upgrades

2008-09 Campus Improvement Projects:

- Installation of interior classroom numbers
- Installation of irrigation
- Installation of grass at perimeter parkways as part of beautification project
- Modified classroom entry locks for improved security

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. One school resource officer is on campus to help with supervision, drug abuse prevention education, and discipline issues. Each morning as students arrive on campus, three playground aides monitor the playground areas. During recesses and lunch, five playground aides, the assistant principal, and the school resource officer share supervision of students on the playground and in the cafeteria. When students are dismissed at the end of the day, two playground aides monitor the main exit to ensure students depart in a safe and orderly manner. Two representatives from the city's parks and recreation department remain on the playground from 2:30 p.m. to 6:00 p.m., offering supervision for students who enjoy playground facilities and organized activities after school. The principal, assistant principal, custodians, school office, school resource officer, and playground aides carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Horace Mann School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed and updated in January 2008, approved by the School Site Council on February 25, 2008, and subsequently shared with school staff in a fall 2008 training session.

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. During the 2007-08 school year, all restrooms were fully operational, in good working condition, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits Horace Mann School on a rotational basis.

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 September 10, 2008. 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.

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Horace Mann School received \$9,622 of deferred maintenance funds which were used for routine repairs and maintenance projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. The school counselor selects the monthly character trait theme and forwards to teachers the supplemental resources to convey the theme through class discussions, journal writing assignments, or other class activities as appropriate. All school staff encourage students to practice the *Beverly Hills Way* while at school and at home.

School Facility Good Repair Status				
Items Inspected	Status			
Most Recent Inspection: September 10, 2008	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room 113: Door lock needs screws for lock plate.
Interior Surfaces (walls, floors, and ceilings)	✓			Room 206: Crack in wall. Rooms 212, 214, 216, 218: Wallpaper peeling from walls. Room 253: Needs ceiling tile replaced.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Room 101: Smoke alarm hanging from ceiling (work order).
Electrical (interior and exterior)	✓			Room 123: Needs light diffuser. Room 219: Hanging wires above whiteboard.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Room 253: Needs ceiling tile replaced.
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

At the beginning of the school year, each student receives a copy of the Student Responsibility Contract. Teachers have established grade-appropriate classroom management and incentive programs based on Horace Mann School's Student Responsibility Contract to maintain an effective learning environment; all parents and students are required to sign the contract's acknowledgement form to confirm receipt and understanding.

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

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to school administrators; 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 firm manner.

Suspensions & Expulsions

Horace Mann			
	05-06	06-07	07-08
Suspensions (#)	71	76	53
Suspensions (%)	9.92%	10.76%	7.76%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

BHUSD Elementary Schools

	05-06	06-07	07-08
Suspensions (#)	229	274	183
Suspensions (%)	7.87%	9.57%	6.46%
Expulsions (#)	1	0	0
Expulsions (%)	0.03%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Eighth grade students may be nominated by their teachers to join the Spartans. Selected students serve as role models, provide leadership, and help patrol hallways during transition periods. Community members and new students visiting the campus are escorted by Spartans as they tour the campus. During Back-to-School Night and Open House, Spartan members serve as guides to help new students with orientation efforts.

Horace Mann School's classroom and schoolwide recognition programs reinforce behaviors associated with the *Beverly Hills Way* and Student Responsibility Contract. Students who engage in positive behavior are rewarded through the Purple Power Card program; students receive acknowledgement for their good deeds and classrooms may earn rewards for accumulating significant numbers of cards. Students demonstrating *Beverly Hills Way* behaviors, outstanding citizenship, and meeting academic goals are honored at awards assemblies held at the end of each trimester for grades K-5 and at

the end of the semester for grades 6-8. Honors include:

- Academic Achievement (grades 1-5)
- Character Traits (grades 1-5)
- Summer Reading Medals
- Academic Achievement & Leadership (grades 6-8)
- Youth Recognition Award (Optimist Club, annually in the fall)
- Youth Recognition Award (Beverly Hills Chamber of Commerce)
- Student Athlete Award (1 boy/1 girl, annually)
- Positive Leadership (Eighth grade, annually)

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Horace Mann School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The city's parks and recreation department offers a variety of classes after school. Horace Mann School supports a vibrant fine and performing arts program through classroom instruction, annual showcases of student work, concerts, special assemblies, the Reflections art contest, and field trips to theaters, high school performances, and the Music Center. The PTA sponsors science activities (grades 2-5) once a month in the science lab; activities support class lessons. The Beverly Hills Education Foundation sponsors after-school intramural sports programs for basketball, flag football, and soccer to promote teamwork and good sportsmanship.

INSTRUCTIONAL TIME

During the 2007-08 school year, Horace Mann School offered 180 days of instruction comprised of 141 regular and 39 late start days. Weekly late start "Wednesdays" are used for teacher collaboration.

All instructional minutes offered at Horace Mann School during the 2007-08 school year met or exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes

2007-08

Grade Level	Actual Minutes Offered	State Requirement
K	40,680	36,000
1-3	51,705	50,400
4-5	55,305	54,000
6-8	64,647	54,000

CLASS SIZE

Horace Mann School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of K-3 classes at Horace Mann School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes

2005-06

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	3		
1	19.7	3		
2	20.0	3		
3	17.3	4		
4	24.0		3	
5	28.7		3	

2006-07

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	19.7	3		
2	20.0	3		
3	20.3	2	1	
4	24.7		3	
5	27.7		3	

2007-08

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.3	3.0		
1	19.7	3.0		
2	19.3	3.0		
3	20.3	2.0	1.0	
4	22.3		3.0	
5	27.0		3.0	

Teaching Load Distribution Departmentalized Instruction

2005-06

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.2	3	12	
Math	24.7	3	9	
Science	26.7	1	10	1
Social Science	24.8	4	12	

2006-07

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.7	3	11	3
Math	24.8	4	9	
Science	25.7	2	10	1
Social Science	24.4	4	8	2

2007-08

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	19.3	13	9	
Math	23.9	5	7	1
Science	22.7	6	7	1
Social Science	23.9	4	9	

**Includes honors classes, electives, and intervention classes.*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and state frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and district-wide goals.

During the 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessment and how best to utilize these assessments to monitor student progress (grades K-12). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of common assessments and the importance of analyzing student work for instructional improvement opportunities. Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions.

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

Supplemental site-based staff training activities take place on late start days (Wednesdays). Professional development on late-start days were based upon schoolwide goals: 1) improving math reasoning skills, 2) increasing student engagement in lessons, and 3) developing strategies to increase students' feelings of security and safety at school. During the 2008-09 school year, professional development activities will focus on continuing improvement in math reasoning, improvement in levels of understanding in English/language arts, increasing opportunities for higher order thinking, ensuring connections between students and school staff, and providing opportunities for meaningful participation in school.

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. In 2007-08, teachers attended conferences focused on "Why Try" and "AVID" programs. Some teachers attended the California Association of the Gifted. Attendance and participation is based on each individual teacher's area of expertise and responsibility.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2007-08 school year included:

- Digital Classroom Training
- Social Studies Textbook Adoption Training – K-8

- Developing Mathematical Intelligences – K-8
- Mathematical Routines – K-5

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year induction period. 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.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. Long-term substitutes are invited to participate in district staff development activities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 7, 2008, 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 #2008-2009-007 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

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

The principal is responsible for day-to-day operations and the overall instructional program; the assistant principal oversees student discipline, school safety, assemblies, special education programs, and positive reinforcement programs. Dr. Dawnalyn Murakawa-Leopard joined Horace Mann School as principal at the beginning of the 2003-04 school year. She has served in the educational field for 16 years and has been with the Beverly Hills Unified School District since 2002.

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

District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2001	Houghton Mifflin	<i>Mathematics</i>	K-5
2001	McDougal Littell	<i>Mathematics: Concepts & Skills</i>	6-8
2001	McDougal Littell	<i>Mathematics; Structure & Method</i>	6-8
Language Arts			
2002	Houghton Mifflin	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless Themes</i>	6-8
Science			
2008	Harcourt	<i>Harcourt Science</i>	K-4
2001	Harcourt	<i>Harcourt Science</i>	5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2007	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2007	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2007	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2007	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

comprised of the principal, assistant principal, counselor, grade level representatives, department representatives, Title I program representatives, and School Site Council representatives. The leadership team collaborates once a month to identify ways to improve student learning, discuss current issues on campus, resolve concerns, plan agendas for teacher planning time, plan staff development activities, and implement programs aligned to school goals and student achievement. Grade level and department representatives serve as liaisons between school administrators and their grade level teams and departments.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

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

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Success Team (SST). The SST is responsible for addressing barriers that affect 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.

Horace Mann School's special education program is supported by highly qualified, caring staff. Special education teachers and aides provide full-day instruction in three special day classes. One speech therapist and one psychologist provide designated services based upon student needs. Two resource specialists provide individual and small group instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. 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.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. K-5 EL students are provided differentiated instruction in the general education classroom. EL students in grades 6-8 receive support outside the general education classroom; instruction supplements core lessons. One part-time EL teacher collaborates with general education teachers to support classroom instruction for beginning level

English Learners; individual and small group tutoring is provided outside the general education classroom and focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Horace Mann School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Horace Mann School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive enrichment through differentiated instruction provided by their classroom teachers; GATE students in grades 6-8 may be placed in honors or advanced classes.

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:

- Morning Math, grades 4-8: before-school math tutoring four days a week for 40 minutes a day to help students reach grade level proficiency standards.
- Math Elective, grades 7-8: mandatory elective for students performing below grade level standards.
- AVID, grades 7-8: elective course for college-bound students; program teaches note taking skills, organizational strategies, and study skills.
- Reading Plus, grades 6-8: mandatory elective for students reading below grade level standards.

• Read 180: during school computer-based instruction to supplement English/language arts instruction.

• Title I Support: two part-time Title I Specialist teachers provide in-class support to identified students. Instruction is provided in the student's academic area of need. (During the 2008-09 school year, three Title I Specialist teachers are providing Title I Support services.)

• Foundational Math Program: students performing below grade level standards participate in 30 minutes of instruction during the regular school day three times a week with certificated staff. Instruction focuses on reinforcing basic skills and/or math concepts.

• Study Skills, grades 6-8: elective course teaches organization and time management skills.

• Maple Center, grades K-8: after-school tutoring provided by community volunteers. Parents may contact the center directly to arrange tutoring sessions.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Horace Mann School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed 46 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are

Teacher Credentials & Assignments

	Horace Mann				BHUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	45	46	46		281	296	303	
Teachers with Full Credential	45	45	46		277	290	298	
Teachers without Full Credential	0	1	0		4	6	5	
Teachers in Alternative Routes to Certification	0	1	0		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		2	1	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	1	0		11	6	0	
Teacher Misassignments - Total	3	9	0	0	45	75	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	3	9	0	0	45	75	0	0
Teacher Vacancies	0	0	0	0	0	0	0	1

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Horace Mann	99.1%	0.9%
District Totals		
All Schools	99.7%	0.3%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	99.7%	0.3%

Teacher Education Levels

	2007-08	
	Horace Mann %	BHUSD %
Doctorate	2.2	2.0
Master's Degree plus 30 or more semester hours	34.8	37.0
Master's Degree	23.9	22.4
Bachelor's Degree plus 30 or more semester hours	30.4	31.4
Bachelor's Degree	8.7	7.2
Less than a Bachelor's Degree	0.0	0.0

those schools that are in the lowest quartile of program participation.

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are formally evaluated every year, permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the principal (or assistant principal) who has been trained and certified for competency to perform teacher evaluations.

SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Horace Mann School rarely experiences difficulties in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, teachers share the responsibility and cover the absent teacher's class during their prep period, or the principal, assistant principal, or counselor fulfill the role of substitute.

SUPPORT SERVICES STAFF

Support service staff consists of a counselor, psychologist, and nurse. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	0.8
Psychologist	1	0.6
School Nurse	1	0.2
Health Technician	1	1.0

FTE = Full-Time Equivalent

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 school resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

Horace Mann School welcomes volunteers from the city's Maple Center, a regional counseling center, which sponsors activities with the students and discussions on social and conflict resolution skills. The psychologist is available to

assist with academic, social, and emotional issues as well as provide assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). The nurse conducts health screening programs; the health technician provides basic first aid as well as consistent, comprehensive health care services.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2006-07 school year, Beverly Hills Unified School District spent an average of \$9,879 of total general funds to educate each student (based on 2006-07 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2006-07		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$39,692
Mid-Range Teacher Salary	\$67,971	\$62,830
Highest Teacher Salary	\$80,617	\$80,472
Average Principal Salaries:		
Elementary School	\$111,754	\$98,460
High School	\$126,180	\$114,549
Superintendent Salary	\$166,872	\$166,547
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.10%	40.20%
Administrative Salaries	4.60%	5.80%

Current Expense of Education per Pupil

2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Horace Mann	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,939	\$6,565	105.7%	N/A	N/A
Restricted (Supplemental)	\$595	\$444	133.9%	N/A	N/A
Unrestricted (Basic)	\$6,344	\$6,120	103.7%	\$5,300	119.7%
Average Teacher Salary	\$67,131	\$69,296	96.9%	\$62,157	108.0%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$4,640 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials, Library Materials and Education Technology
- K-12 Service Learning Initiative
- Peer Assistance & Review Program for Teacher
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs

SARC DATA & ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

Parents may access Horace Mann School's SARC and access the internet at any of the county's public libraries. The closest library to Horace Mann School is the Beverly Hills Public Library located at 444 North Rexford Drive, Beverly Hills.

Open to the Public: Mon.-Thurs. 10:00-9:00

Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00

Phone: (310) 288-2220

www.bhpl.org

Number of Computers Available: 22

Printers Available: Yes