



Glendale Unified School District Horace Mann Elementary School

2001-2002 Annual School Report Card

501 E. Acacia Avenue, Glendale, CA 91205
(818) 246-2421
Kindergarten through Sixth Grade
www.glendale.k12.ca.us

School Administration

Kim Bishop, Principal
Rosa Alonso, Assistant Principal

2000-01 Board of Education

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District Administration

James R. Brown
Superintendent

Dr. Joann Merrick
Deputy Superintendent
Glendale Cluster

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Principal's Message

As the new principal of Horace Mann Elementary School, I would like to welcome you to our school's Annual Accountability Report Card and to thank you for taking the time to explore it. Whether you are a parent, student, staff member, community member or alumnus of our school, the data contained within these pages should be useful in informing you about our school's demographics, achievements, progress evaluation, discipline, budget, and facility enhancements.

This report complies with State of California requirements under Proposition 98 to issue an annual school accountability report card for each school. However, we view this as not only a means of complying, but an opportunity to publish the accomplishments we take great pride in sharing and to share with you our vision and plans to further enhance the quality program offered to each of our students.

We view the responsibility for developing and maintaining a high quality educational program as a joint partnership among staff, parents, community and students. Our commitment to this team effort is renewed annually as we reflect together on our successes and challenges. In light of this fact, our annual report card provides a picture of our school which we hope will inform the public and serve as a foundation for your open communication in the form of suggestions, comments, or questions. Together we will strive to work for the benefit of our youngsters at Horace Mann Elementary School as they move toward becoming enlightened and productive citizens of tomorrow.

Mission Statement

With a vision toward the future and a commitment to excellence, Horace Mann Elementary School provides all students with quality instruction focused on achieving the high academic standards necessary to succeed in the ever-changing world.

Through our site strategic planning process, the Mann 2005 Planning Team has identified the following targets for student achievement:

- All students will meet our exceed grade level standards
- Horace Mann Elementary School will demonstrate yearly progress toward meeting designated grade level standards

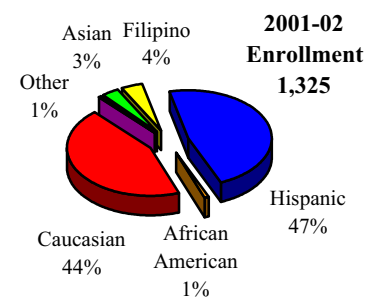
Based on the Spring 2001 assessment results, Horace Mann Elementary School targets for the 2001-2002 school year were:

- Language Arts 55% of students assessed will meet or exceed the Multiple Measures criteria
- Math 60% of students assessed will meet or exceed the Multiple Measures criteria
- API: Mann's 2002 API score is tentatively 660, an increase of 34 points. The 2002 target is 670

Our Site Strategic Plan, Mann 2005, defines the strategies we will use to reach our annual targets, stated above.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages.



National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, dramatic towering office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Horace Mann Elementary School is located in the city of Glendale, serving students in kindergarten through sixth grade. Horace Mann Elementary School operates on a year-round schedule and the school colors are red and white. The population of more than 1,300 students includes 72 percent English Language Learners and 83 percent who are eligible for free or reduced-price meals.

Discipline & Climate for Learning

Students at Horace Mann Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Horace Mann Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Horace Mann Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Flying High Awards

Horace Mann Elementary School has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Mann Elem.			GUSD		
	00	01	02	00	01	02
Suspensions (#)	8	64	40	4,444	3,647	3,425
Suspensions (%)	1.05	8.30	3.02	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Enrichment & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, clubs, and programs include:

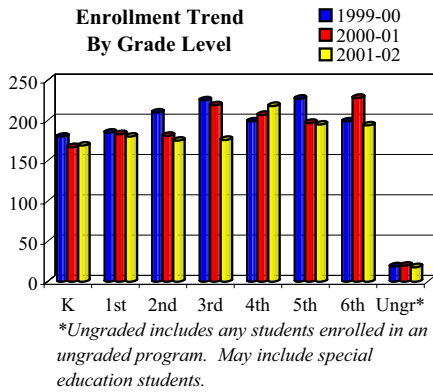
- Before/After School activities - Math, Writing, Poetry, Dance, Chorus, Ballet Folklorico, Gifted and Talented Education (GATE), and Armenian School Club
- Student Council sponsored activities, Spirit Days, fund-raisers, and family event
- Off-Track Student Volunteers - fifth and sixth grade students who meet the academic and behavioral qualification are invited to serve as volunteers in a primary grade classroom
- Community Sponsored activities - Scouts, Little League, AYSO Soccer, Basketball, Art, and Dance (These activities do not take place on campus, but are accessible to students)
- Recreational After School Program (RAP)
- Instrumental Music

Homework

Horace Mann Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Horace Mann Elementary School has decreased by 8.2%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,325 students. Horace Mann Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

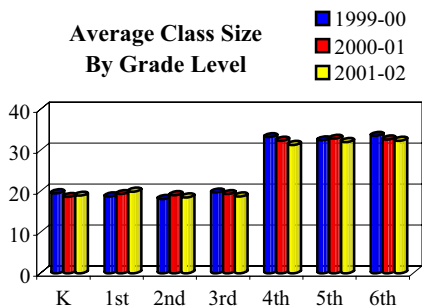


Regular attendance at Horace Mann Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Horace Mann Elementary School was 95.86%.

Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Horace Mann Elementary School maintained a schoolwide average class size of 23 students and a student/teacher ratio of 21:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2001-02 school year, 100% of all K-3 classrooms participated in this program.

Class Size Distribution
Number of Classrooms by Size

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	11	9	9	0	0	0	0	0	0
1st	9	9	9	0	0	0	0	0	0
2nd	11	10	10	0	0	0	0	0	0
3rd	11	11	9	0	0	0	0	0	0
4th	0	0	0	0	0	6	6	6	1
5th	1	0	0	6	0	4	0	6	3
6th	0	0	0	0	1	4	6	6	2
K-3	1	1	1	0	0	0	0	0	0
3rd-4th	0	2	0	0	0	0	0	0	0
4th-8th	2	1	2	0	0	0	0	0	0

Instructional Time

During the 2001-02 school year, all instructional time offered at Horace Mann Elementary School either met or exceeded state requirements. All students in grades kindergarten through six receive instruction in music in addition to the core subjects. Horace Mann Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Instructional Minutes by Grade Level & Track

	Minutes Required	Actual Minutes
K - AM, Tracks A & B	36,000	36,182
K - AM, Track C	36,000	36,124
K - AM, Track D	36,000	36,066
K- PM	36,000	36,134
1st-3rd, Track A	50,400	50,648
1st-3rd, Track B	50,400	50,548
1st-3rd, Track C	50,400	50,491
1st-3rd, Track D	50,400	50,534
4th-6th, Track A	54,000	54,309
4th-6th, Track B	54,000	54,198
4th-6th, Track C	54,000	54,141
4th-6th, Track D	54,000	54,195

For the 2001-02 school year, Horace Mann Elementary School offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, track changes, and report card preparation. Each Thursday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" allow teachers additional time to meet by grade level monthly, conduct staff development twice monthly, and use the fourth "Banking Day" each month for classroom planning.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Horace Mann Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergartners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

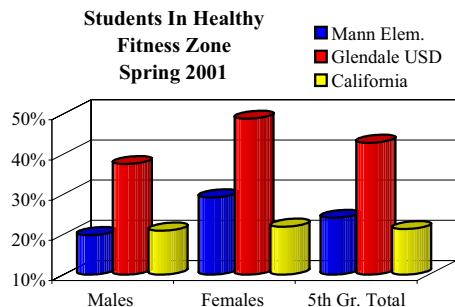
Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
40	42	53	50	53	57

Standardized State Testing

Horace Mann Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

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 perform 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' (HFZ).



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	94	95	54	59
1st	85	62	37	49
2nd	77	71	37	50
3rd	55	69	25	41
4th	42	41	36	40
5th	25	24	35	37
6th	22	29	42	44

SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average

Grade	Reading														
	2			3			4			5			6		
Year Ending	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Mann Elem.	43	44	43	28	24	36	30	39	30	27	27	38	32	33	41
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
Math															
Mann Elem.	62	58	58	44	42	55	52	53	48	35	42	51	54	52	59
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
Language															
Mann Elem.	53	52	56	39	38	43	48	53	52	44	43	54	51	51	61
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
Spelling															
Mann Elem.	42	53	57	39	44	52	34	46	42	30	35	45	36	30	51
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001, 2002 % At or Above National Average

	Reading												Math											
	2		3		4		5		6		2		3		4		5		6					
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02				
Gender																								
Male	41	40	22	31	38	21	22	36	31	41	61	61	41	59	56	46	39	54	52	54				
Female	47	46	26	42	40	39	33	39	35	41	55	56	43	51	50	50	46	48	51	63				
Ethnicity																								
Asian					40										90									
Hispanic	26		21		34		25		33		44		32		42		36			40				
Caucasian	60		25		41		22		29		71		48		58		39			57				
Language Fluency																								
English Learners (EL)	36	38	19	24	19	19	6	16	9	13	53	56	38	47	38	36	15	27	35	40				
Non EL	69	67	60	78	73	58	57	60	69	77	78	65	68	86	78	78	81	76	78	83				
Socioeconomic Status																								
SED	39	46	23	33	38	32	22	35	32	37	57	59	41	54	53	47	38	47	51	55				
Non SED	61	38	27	43	43	24	53	43	38	53	62	55	47	59	54	52	66	59	54	70				
Migrant Education	data currently unavailable																							
SED = Socioeconomically Disadvantaged																								
Only numerically significant subgroups are required to be presented in this report card. In some instances, no students meeting specific subgroup criteria were tested.																								
Ethnicity data is currently unavailable																								

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math								
	2	3	4	5	6	6	2	3	4	5	6				
All Students:	01	02	01	02	01	02	01	02	02	02	02	02	02		
Mann Elem.	24	25	14	27	23	23	15	23	23	24	33	34	35	27	35
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32
Gender	<i>data currently unavailable</i>														
Male	21	23	16	21	22	14	10	22	20	20	38	35	36	34	37
Female	26	27	13	33	23	31	21	22	25	27	29	34	34	20	33
Ethnicity	<i>data currently unavailable</i>														
Language Fluency	<i>data currently unavailable</i>														
English Learners (EL)	15	20	11	17	6	14	0	2	5	4	32	26	26	8	15
Non EL	51	45	46	60	50	45	37	42	49	49	42	65	56	44	61
Migrant Education	<i>data currently unavailable</i>														
Socioeconomic Status	<i>data currently unavailable</i>														
SED	22	24	13	24	21	23	12	21	21	21	35	35	35	20	32
Non SED	33	27	17	35	25	24	33	24	29	32	27	35	34	41	43

SED = Socioeconomically Disadvantaged

API School Results

Base	Base				Growth	
	1999	2000	2001	Growth	99-00	00-01
Percent Tested	100	100	100	Percent Tested	100	100
API Score	568	607	626	API Growth Score	607	622
Growth Target	12	10	9	Actual Growth	39	15
Statewide Rank	4	4	4	Eligible for Awards	Yes	Yes
Similar Schools Rank	9	8	7	Eligible for II/USP	No	No
API Subgroup Results						
<i>Hispanic or Latino</i>						
Base API Score	493	535	567	API Growth Score	535	562
Growth Target	10	8	7	Actual Growth	42	27
<i>Caucasian</i>						
Base API Score	602	643	659	API Growth Score	643	654
Growth Target	10	8	7	Actual Growth	41	11
<i>Socioeconomically Disadvantaged</i>						
Base API Score	548	592	613	API Growth Score	592	608
Growth Target	10	8	7	Actual Growth	44	16

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

The Immediate Intervention/Underperforming Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Horace Mann Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$134,337 for schoolwide use.



Textbooks & Instructional Materials

Horace Mann Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State

Content Standards and Frameworks, as well as the school's curriculum council standards. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts 1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics 1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies 2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science 2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with thousand of books that are available for students to check out. In addition, there are four available computers inside the library for research and other related areas of study. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. Computer in the library are connected to the Internet so students are able to access resources and information on-line. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1999-00	2000-01	2001-02
Computers	146	146	146
Students per computer	9.9	9.6	9.1
Classrooms connected to Internet	0	0	0

Counseling & Other Support Services

It is the goal of Horace Mann Elementary School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

Counseling and Support Services Staff

Mann Elementary Support Staff	Number of Staff	FTE	Availability Days Per Week
Speech/Language Specialist	1	1	5
Nurse	1	1	5
Counselor	1	0.2	1
Special Day Class Teacher	2	2	5
Resource Specialist	2	2	5

*FTE = Full-Time Equivalent

School Facilities & Safety

Horace Mann Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 46 classrooms, a library, a cafeteria, an auditorium, a teacher resource center, administrative offices, grassy fields, and blacktop playground. Facilities encompass more than 76,000 square feet on the 4.22-acre site. In the evenings, a team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

During the 2001-02 school year, the Measure K funds were used at Horace Mann Elementary School to improve the following items:

- Upgrade FA System
- Reroof Cafeteria & Auditorium
- Electric service
- Paint interior
- Doors

Horace Mann Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch, teachers, noon aides, and administrators supervise the campus and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Horace Mann Elementary School had 50 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Horace Mann Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 67 employees: 41.8

Teacher Credential Status

	1999-00	2000-01	2001-02
Fully Credentialed	45	50	50
Emergency Permits	24	17	13
Without Credentials	1	0	0
Intern Credentials	1	0	2
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	71	67	65
Average Years Teaching	7.1	7.9	8.8
Average Years in District	5.8	6.3	7.2

percent with 30+ additional units beyond their bachelor's degree and 32.8 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Title I Teacher
- Guided Reading
- Resource Specialist

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Tenured teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District's Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system

has been adopted. The Glendale Unified School District adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Horace Mann Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Horace Mann Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on reading and writing. Improving reading comprehension levels, written literary responses, and curriculum mapping were the subjects of schoolwide training. Also, staff participated in a cultural diversity workshop.

Horace Mann Elementary School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Horace Mann Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.
- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- The Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

Specialized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students

in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Horace Mann Elementary School provides weekly after school activities for GATE students.

Horace Mann Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. The school offers intersession intervention programs to enhance students' understanding and mastery of core subject matter. Horace Mann Elementary School participates in the Read 180 program to assist struggling readers in grade four through six. For third graders, the ReachingUp! reading intervention program provides additional assistance in literacy skills. ReachingUp! focuses on letter recognition, vocabulary building, and helping students develop confidence in their reading abilities. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Horace Mann Elementary School is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers representing each grade level and administrators, meets monthly to discuss school policies and operations. Teachers also meet as grade level teams to coordinate curriculum and teaching strategies.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Mann Leadership Team

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Horace Mann Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

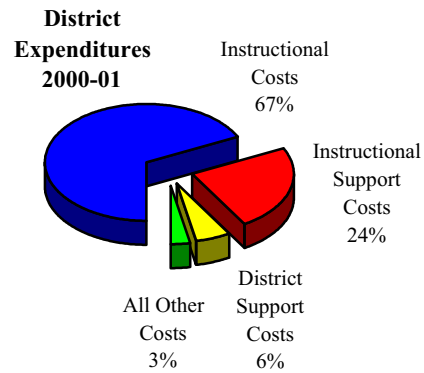
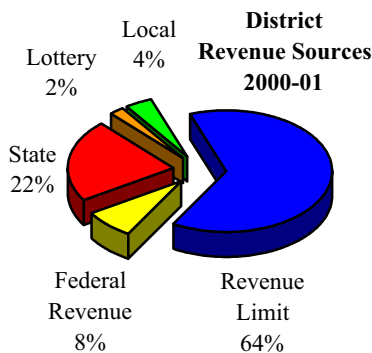
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
Statewide Average		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

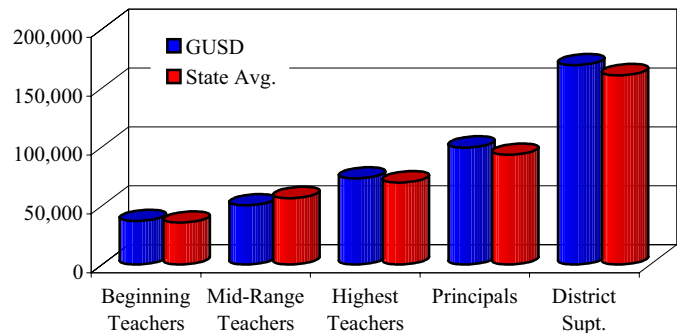
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



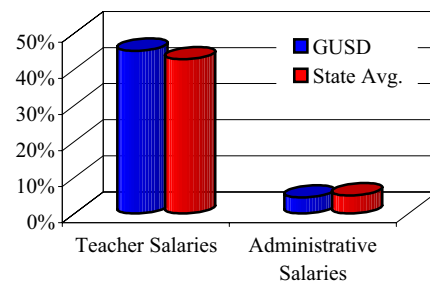
Salary & Budget Comparison

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 greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

Parents who wish to participate in Horace Mann Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Kim Bishop or Assistant Principal Rosa Alonso at (818) 246-2421.