



Glendale Unified School District

"Excellence is Worth the Effort"

Mann Elementary School

2002-2003 Annual School Report Card

501 East Acacia Avenue, Glendale, CA 91205

(818) 246-2421

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Kim Bishop, Principal
Carla Walker, Assistant Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Lina Harper, Clerk
Mary Boger, Member
Chakib Sambar, Member

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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Principal's Message

As 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 education 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 that 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.

-- Kim Bishop
Principal

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 or exceed grade level standards.
- Horace Mann Elementary School will demonstrate yearly progress toward meeting designated grade level standards.

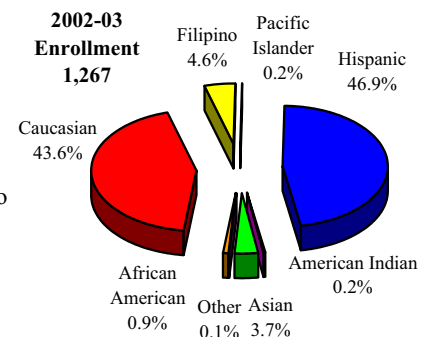
Based on the Spring 2002 assessment results, Horace Mann Elementary School targets for the 2002-2003 school year were:

- Language Arts: 55% of students assessed will meet or exceed the Multiple Measures criteria.
- Math: 59% of students assessed will meet or exceed the Multiple Measures criteria.
- API: Mann's 2002 API score was 660, an increase of 38 points. The 2003 target is 680.

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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Mann Elementary School, which opened in 1938, is located in the city of Glendale and serves 1,267 students in kindergarten through sixth grade. Students from Mann will move on to Roosevelt Middle School and Glendale High School. Operating on a year-round calendar system, the educational programs at Mann are tailored to meet the needs of a changing school population.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mann are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Mann's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Before/After School activities -- Math, Writing, Poetry, Dance, Chorus, Ballet Folklorico, Sports, Art, Gifted and Talented Education, Armenian School Clubs
- Student Council sponsored activities -- Spirit Days, fund-raisers, family events
- Off-Track Student Volunteers -- Fifth and sixth grade students who meet specific academic and behavioral criteria serve as off-track volunteers in a primary grade classroom
- Community sponsored activities -- Scouts, Little League, AYSO Soccer, basketball leagues, art, dance
- Recreational After School (RAP) Program
- Chorus (Grades 4-6)
- Instrumental Music (Grades 4-6)

To build self-esteem and recognize student achievement, 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:

- Gold Slips
- Gold Referrals
- Popsicle Coupons
- Monthly awards for academic and behavioral success and/or improvements

Homework

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 Monday through Thursday for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Unless otherwise stated, homework is due on the following day, although students may also be assigned long-range or weekend projects. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities. In addition to regularly assigned homework, students should read or be read to on weekends and while off-track.

School Leadership

Leadership at Mann 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, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

- School Site Council
- Mann Leadership Team
- Individual Education Plan (IEP) Teams

Contact Information

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

Curriculum Development

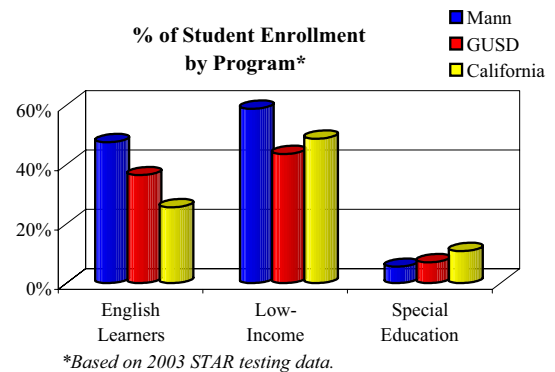
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Mann meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Mann uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Mann's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mann Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
42	53	52	53	57	56

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	94	95	79	54	59	
1st	85	62		37	49	
2nd	77	71	70	37	50	41
3rd	55	69		25	41	
4th	42	41	27	36	40	40
5th	25	24		35	37	
6th	22	29	23	42	44	49

Not tested in 2003.

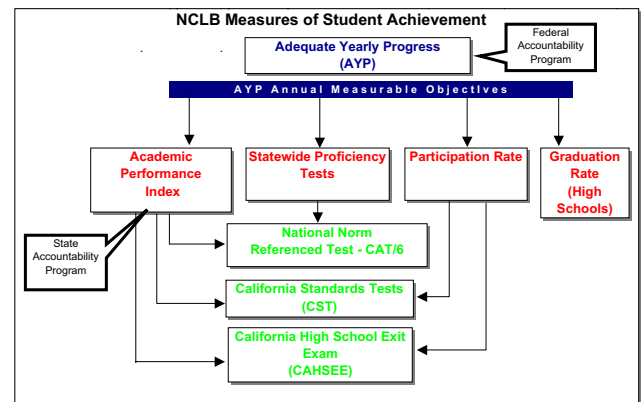
Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Mann achieved Adequate Yearly Progress for 2003.

	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0



Adequate Yearly Progress (AYP) 2003 Phase I

	California Standards Test (CST)			
	Participation Rate	% Proficient or Advanced		
		English/ Language Arts	Mathematics	
Target	95%	13.6%	16%	
Met Target? Yes (Y) or No (N)				
	Met	Rate	Met	%
All Students	Y	99.6%	Y	29.1%
Subgroups:				
Hispanic or Latino	Y	99.5%	Y	21.4%
Caucasian	Y	100%	Y	31.6%
SED	Y	99.6%	Y	26.4%
English Learners	Y	99.6%	Y	27.3%

SED = Socioeconomically Disadvantaged

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Mann Elementary School qualified to participate in the 2000, 2001, and 2002 Governor's Performance Award.



Standardized State Testing

Mann participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	931	882	916	Percent Tested	100	99	99
API Score	607	626	669	API Growth Score	622	660	694
Growth Target	10	9	7	Actual Growth	15	34	25
Statewide Rank	4	4	4				
Similar Schools Rank	8	7	8				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	592	613	657	API Growth Score	608	647	681
Growth Target	8	7	6	Actual Growth	16	34	24
Caucasian							
Base API Score	643	659	683	API Growth Score	654	677	715
Growth Target	8	7	6	Actual Growth	11	18	32
Hispanic							
Base API Score	535	567	628	API Growth Score	562	615	650
Growth Target	8	7	6	Actual Growth	27	48	22

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.

State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	Yes	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Norm Referenced Test (SAT-9 & CAT/6) % At or Above 50th Percentile

	Reading									Math																				
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students	44	43	38	24	36	26	39	30	27	27	38	22	33	41	51	58	58	45	42	55	50	53	48	47	42	51	33	52	59	58
Mann Elementary	44	43	38	24	36	26	39	30	27	27	38	22	33	41	51	58	58	45	42	55	50	53	48	47	42	51	33	52	59	58
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	41	40	38	22	31	26	38	21	23	22	36	18	31	41	46	61	61	49	41	59	51	56	46	50	39	54	34	52	54	57
Female	47	46	39	26	42	26	40	39	31	33	39	26	35	41	54	55	56	40	43	51	49	50	50	43	46	48	33	51	63	58
Language Fluency																														
English Learners (EL)	36	38	35	19	24	20	19	19	13	6	16	8	9	13	20	53	56	45	38	47	45	38	36	31	15	27	18	35	40	33
Non EL	69	67	56	60	78	50	73	58	46	57	60	41	69	77	77	78	65	48	68	86	67	78	78	70	81	76	53	78	83	79
Socioeconomic Status																														
SED	39	46	38	23	33	22	38	32	26	22	35	22	32	37	47	57	59	42	41	54	48	53	47	46	38	47	33	51	55	54
Non SED	61	38	38	27	43	39	43	24	30	53	43	24	38	53	68	62	55	56	47	59	55	54	52	53	66	59	35	54	70	73
Ethnicity																														
Asian							40			23			73									90			77			91		
Caucasian	60	41	39	25	35	25	41	31	27	22	40	20	29	39	58	71	59	51	48	65	54	58	48	51	39	55	40	57	60	67
Filipino										50												57								
Hispanic	26	39	32	21	30	24	34	27	20	25	35	22	33	36	40	44	51	34	32	39	40	42	45	40	36	41	26	40	51	43

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science 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 subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

California Standards Test (CST)															
Major Content Areas															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Mann Elementary	24	25	29	14	27	30	23	23	34	15	23	22	23	24	31
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Mann Elementary		33	45		34	38		35	47		27	25		35	36
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Mann students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST) - Major Subgroups															
English/Language Arts															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Mann Elementary															
Male	21	23	32	16	21	26	22	14	30	10	22	15	20	20	31
Female	26	27	24	13	33	33	23	31	39	21	22	28	25	27	31
English Learners	15	20	26	11	17	25	6	14	13	0	2	6	5	4	7
Non English Learners	51	45	40	46	60	31	50	45	52	37	42	38	49	49	44
SED	22	24	26	13	24	27	21	23	32	12	21	20	21	21	27
Non SED	33	27	38	17	35	39	25	24	43	33	24	32	29	32	46
Special Ed.					18			11	16		17			0	0
Asian											15				45
Caucasian		28	34		30	33		29	33		26	25		22	33
Filipino								71							
Hispanic		16	20		19	20		15	27		16	16		17	25

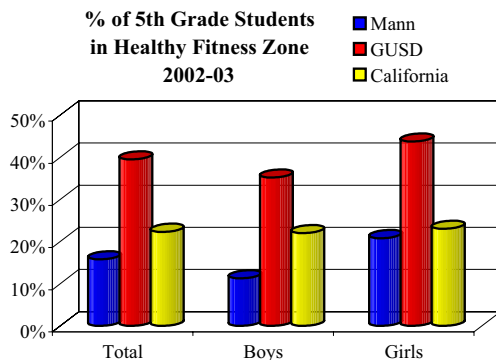
SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Mann 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 are provided several options to perform tasks in each area. 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).



California Standards Test (CST) - Major Subgroups												
Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
	2		3		4		5		6			
	02	03	02	03	02	03	02	03	02	03	02	03
Mann Elementary												
Male	38	50	35	41	36	46	34	23	37	33		
Female	29	39	34	36	34	48	20	27	33	38		
English Learners	32	45	26	32	26	33	8	14	15	12		
Non English Learners	42	44	65	50	56	55	44	29	61	28		
SED	35	42	35	35	35	45	20	27	32	33		
Non SED	27	56	35	47	34	53	41	19	43	49		
Special Ed.				17		25	16		13	11	0	
Asian								62		73		
Caucasian		33	51	42	43	42	54	33	32	36	45	
Filipino						71						
Hispanic		26	34	22	28	25	32	13	18	27	20	

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Mann is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Mann provides additional after school activities for GATE students.

Mann offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. The *Read 180* program assists struggling readers in grades 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.

Because Mann has a large population of English Language Learners, all teachers have specialized training in teach students learning English as a second language. English Language Development is taught in the regular classroom setting.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with the psychologist, resource specialist, or speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Armenian and Spanish in addition to English.

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
Language Arts		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
Mathematics		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies		
2000	McGraw Hills: <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

The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study. Mann uses Accelerated Reader, a computer-based program that allows students to select books geared to their reading level from the library to read, then tests them on their literacy skills and tracks their progress. The library is supplemented by twice monthly visits from a book mobile.

Each classroom at Mann contains an average of three computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction.

Counseling & Other Support Services

It is the goal of Mann Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Mann Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Care Counselor	1	2	0.4
Psychologist	1	5	1
Nurse	1	5	1
Speech/Language Specialist	1	5	1
Resource Specialist	2	5	2
Special Day Class Teacher	2	5	2

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Mann had 58 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	50	50	58
Working Outside Subject	0	0	0
Emergency Credentials	17	13	4
Interns	0	2	4
Waivers	0	0	0
Total Teachers	67	65	65
Average Years Teaching	7.9	8.8	9.6
Average Years in District	6.3	7.2	8.0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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. Permanent 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 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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Mann 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 comprehension strategies, cultural diversity training, and "Write...From the Beginning." "Write...from the Beginning" is a developmental writing program that is implemented schoolwide to focus on training students for successful writing beyond the elementary grades.

Mann 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. Mann further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Mann provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1938, sit on 4.22 acres and include 46 classrooms, a library, a cafeteria, an auditorium, a teacher resource center, administrative offices, grassy fields, and blacktop playground.

This school year, the Measure K project is making it possible for Mann to improve the facilities of the school. Beginning in spring 2004, renovation of the administrative offices and modernization of the classrooms will take place.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included roof repairs and new flooring for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Mann has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Mann. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Teachers, noon aides, and administrators monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Mann reviews the plan annually; the plan was last updated and reviewed with school staff in spring 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed regularly by office staff. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Mann was 95.81%.

Mann 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			GUSD		
	01	02	03	01	02	03
Suspensions (#)	64	40	36	3647	3425	5489
Suspensions (%)	4.56	3.02	2.84	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Mann maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 20:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	9	9		0	0		0	0	
1st	9	9		0	0		0	0	
2nd	10	10		0	0		0	0	
3rd	11	9		0	0		3	0	
4th	0	0		3	6		3	1	
5th	0	0		2	4		4	3	
6th	0	0		2	4		5	2	
K-3rd	1	1		0	0		0	0	
3rd-4th	2	0		0	0		0	0	
4th-8th	1	2		0	0		0	0	

Data unavailable at time of publication.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Mann has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Mann exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Mann 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 an hour later in the morning. Each month "Banking Days" allow teachers

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

additional time to meet by grade level monthly, conduct staff meetings twice monthly, and use the fourth "Banking Day" each month for classroom planning.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	All Unified School Districts	Statewide Average
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%