

Glendale Unified School District

"Excellence is Worth the Effort"

Mann Elementary School

2004-2005 School Accountability Report Card

501 East Acacia Avenue, Glendale, CA 91205

(818) 246-2421

Kindergarten through Fifth Grade

www.gusd.net

School Administration

Rosa Alonso
Principal

Cynthia McCarty
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

I want to welcome you to our school's Annual Accountability Report Card and thank you for your interest in our school. As the principal of Horace Mann Elementary School, I am proud of our school and know that this is a special place for our children. The purpose of this report card is to share with you the quality education program offered at Mann Elementary School.

Mann Elementary School offers various after-school and off-track reading and math programs that help students succeed in school. We offer programs such as Read 180, Reaching High and the After-school Homework Club. Our teachers and staff are dedicated to the students and have been trained in various research based strategies in order to best meet the needs of our students. They are not only working on the academics but they deeply care about the well being of each individual student.

I encourage parents, businesses and our community to become involved in our school. By everyone working together, we can provide the students multiple opportunities that will enhance their school career. Their experiences in elementary school strengthen their foundation in becoming successful adults. I feel confident that as a school and community we can work together to provide students with endless possibilities.

I am committed to the success of the students at Mann Elementary School. I constantly look for ways to improve the quality of our school's programs, actively seek and appreciate input from the staff and community, and guide my decisions on what I think is best for our students. Thank you for taking the time to learn more about our school.

School 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.

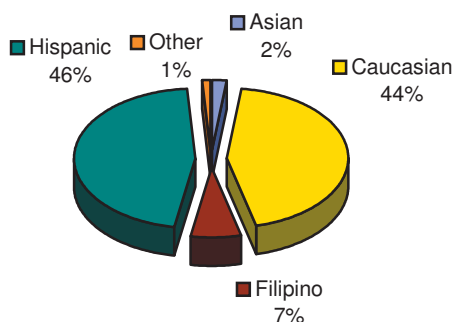
Community & School Profile

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 nearly 29,000 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 953 students in kindergarten through fifth grade. Starting in the 2004-05 school year, the school no longer enrolled sixth grade students. Mann Elementary School students will move on to Roosevelt Middle School and Glendale High School. Operating on a year-round calendar system, the educational programs at Mann Elementary School are tailored to meet the needs of a changing school population.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mann Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of 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. 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.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Mann Elementary			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	36	42	27	5489	4903	4882
Suspension (%)	2.84	3.52	2.83	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and 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, Homework Club, Poetry, Dance, Chorus, Ballet Folklorico, Sports, Art, Storytime, Gifted and Talented Education, Armenian School Clubs
- Student Council sponsored activities -- Spirit Days, fund-raisers, family events
- Off-Track Student Volunteers -- Fourth and Fifth 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
- Chorus (Grades 3-5)
- Instrumental Music (Grades 3-5)

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:

- "Go for the Gold" Schoolwide Program
- Gold Referrals
- Popsicle Coupons
- Monthly awards for academic and behavioral success and/or improvements

School Leadership

Leadership at Mann Elementary School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Rosa Alonso rejoined the school as principal in the fall of 2005. She brings to the school more than 18 years of educational experience. Working with her is Assistant Principal Cynthia McCarty, who has over 19 years of educational experience. The school's Instructional 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, Parent Teacher Association, Instructional Leadership Team, Mann Elementary School Booster Club, and English Language Advisory Committee (ELAC).

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 953 students. 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. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. 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).

Class Size

Mann Elementary School maintained a schoolwide average class size of 22 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes. Starting in the 2004-05 school year, the school no longer enrolled sixth grade students.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
K	18	19	20	9	8	7	0	0	0	0	0	0
1st	20	20	19	8	8	8	0	0	0	0	0	0
2nd	19	20	19	9	8	8	0	0	0	0	0	0
3rd	19	20	20	9	9	8	0	0	0	0	0	0
4th	29	33	31	0	0	0	6	2	4	0	3	1
5th	30	32	34	0	0	0	7	2	1	0	3	3
6th	31	32	0	0	0	0	4	4	0	2	1	0
K-3	20	17	12	1	1	2	0	0	0	0	0	0
4th-6th	9	16	21	2	2	1	0	1	1	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Mann Elementary School participated in CSR.

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Mann Elementary School exceeded State requirements as specified in the California Education Code. The minutes in the "Instructional Minutes" chart shows average minutes for all four school tracks. Each individual track exceeded State requirements.

Instructional Minutes By Grade Level - Average of All Four Tracks		
	Minutes Required	Actual Minutes
K	36,000	36,275
1st-3rd	50,400	50,723
4th-5th	54,000	54,315

For the 2004-05 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 additional time to meet by grade level monthly, conduct staff meetings twice monthly, and use the fourth "Banking Day" each month for classroom planning.

School Facilities & Safety

Built in 1938, Mann Elementary School is situated on 4.22 acres. The school buildings consist of 46 classrooms, a library, an auditorium, a cafeteria, administrative offices, teacher resource center, grassy fields, and a blacktop playground. The Measure K project is making it possible for Mann to improve the facilities of the school. Renovation of the administrative offices and modernization of the classrooms is set to begin in the spring of 2006. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Mann Elementary School. 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. During lunch, recesses, and before and after school, teachers, noon aides, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in October 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

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, report card grades
- 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Mann Elementary School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Adequate Yearly Progress

California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	No
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	97	99	100	Percent Tested	99	100	
API Score	669	700	690	API Growth Score	694	689	
Growth Target	7	5	6	Actual Growth	25	-11	
Statewide Rank	4	4	4	Eligible for Awards	Not funded		
Similar Schools Rank	8	6	5	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	657	686	671	API Growth Score	681	672	
Growth Target	6	4	5	Actual Growth	24	-14	
Caucasian							
Base API Score	683	720	709	API Growth Score	715	711	
Growth Target	6	4	5	Actual Growth	32	-9	
Hispanic							
Base API Score	628	656	644	API Growth Score	650	640	
Growth Target	6	4	5	Actual Growth	22	-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.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, 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 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).



Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California Standards Test (CST)

2003, 2004, 2005

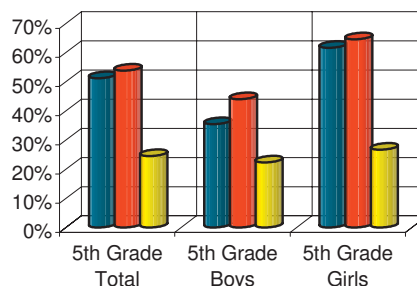
Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Second Grade						Fifth Grade									
All Students	29	28	26	45	50	54	22	29	34	25	35	47	11	15	
Females	24	32	34	39	49	53	28	30	37	27	38	47	9	13	
Males	32	23	20	50	50	55	15	29	29	23	32	48	13	19	
English Learners	26	27	21	45	50	52	6	5	5	14	15	24	2	3	
Non English Learners	40	38	48	44	50	63	42	41	50	39	44	61	15	22	
SED^	26	26	23	42	47	54	20	27	31	27	32	46	9	12	
Special Education	0			18			17	9	6	13	5	19	0	0	
Caucasian	34	34	33	51	60	54	25	28	34	32	39	45	10	16	
Filipino	40			67			64			55			36		
Hispanic or Latino	20	16	15	34	33	50	16	24	26	18	24	42	6	9	
Third Grade						Sixth Grade									
All Students	30	23	16	38	34	45	31	20		36	27				
Females	33	21	17	36	32	44	31	28		38	25				
Males	26	24	14	41	37	45	31	12		33	30				
English Learners	25	15	8	32	27	34	7	6		12	9				
Non English Learners	47	49	30	61	59	66	51	24		56	32				
SED^	27	19	11	35	30	43	27	18		33	26				
Special Education	8			0			0	5		0	5				
Caucasian	33	22	17	43	33	49	33	22		45	33				
Hispanic or Latino	20	16	6	28	28	30	25	18		20	20				
Fourth Grade															
All Students	34	31	34	47	39	34									
Females	39	32	35	48	37	35									
Males	30	29	33	46	42	34									
English Learners	13	6	12	33	19	14									
Non English Learners	63	56	61	66	60	59									
SED^	32	29	30	45	39	30									
Special Education	16	17	6	16	17	6									
Caucasian	33	33	37	54	44	44									
Filipino	71		67	71		60									
Hispanic or Latino	27	23	24	32	30	20									

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

% of Students in Healthy Fitness Zone 2004-05



California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																	
Subject Area Grade Level Year Ending	Reading					Math											
	2	3	4	5	6	2	3	4	5	6							
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05		
All Students																	
Mann Elementary	38	34	26	22	21	27	31	22	26	51	37	45	59	50	43	45	
GUSD	52	54	39	40	40	44	45	45	50	57	59	62	66	64	63	66	
California	46	47	34	35	36	35	36	40	41	45	46	57	59	52	54	55	
Subgroups																	
Females	39	38	26	23	25	31	35	26	29	54	40	40	58	49	40	44	
Males	38	30	26	22	17	23	24	18	24	46	34	49	61	51	46	45	
SED [^]	38	33	22	19	19	26	30	22	25	47	36	42	57	48	39	41	
English Learners	35	34	20	16	13	13	14	8	7	20	11	45	61	45	35	35	
Non English Learners	56	38	50	41	36	46	49	41	35	77	43	48	44	67	73	64	
Special Education	0		8	0	11	8	22	9	8	14		36		31	10	21	17
Caucasian	39	34	25	23	22	27	30	20	24	58	40	51	66	54	46	56	
Filipino						50		27						57		73	
Hispanic or Latino	32	31	24	15	12	20	26	22	28	40	31	34	48	40	34	24	

[^]SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Mann Elementary School had 50 fully credentialed teachers.

Teacher Credential Status	03	04	05
	Fully Credentialed	58	56
Emergency Credentials	4	2	0
Interns	4	1	2
Waivers	0	0	0
Total Teachers	65	59	51
Average Years Teaching	9.6	11.4	12.9
Average Years in District	8.0	9.9	11.1

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies	03-04	04-05	05-06
	Misassignments of Teachers of English Learners	0	0
Vacant Teacher Positions	0	0	*

*2005-06 data not available at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 91.3% of core academic classes at Mann Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Mann ES
Doctorate	2.0%
Master's Degree +30*	45.1%
Master's Degree	0.0%
Bachelor's Degree +30*	45.1%
Bachelor's Degree	7.8%
Less Than Bachelor's	0.0%
None Reported	0.0%

*Indicates additional hours above and beyond degree.

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.

Professional 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 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 2004-05 school year, staff development continued to focus on reading comprehension strategies, working with students on asset building using Clay Roberts' "40 Developmental Assets," 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.

The school also participates in the District's "Focus on Results" program. School staff and administrators formed a team that meets monthly. The team trains in techniques that streamline instructional programs and develop ways to tailor instruction to meet school goals. Team members work with staff to implement these strategies.

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 (B TSA) 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 educational 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 program. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
K-5	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
K-5	Social Studies	McGraw-Hill	2000

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. 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 Elementary School 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 Elementary School 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.

	Computer Resources		
	2002-03	2003-04	2004-05
Computers	115	105	135
Students per computer	11.0	11.4	7.1
Classrooms connected to Internet	30	45	44

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		
Title	Number of Staff	Full Time Equivalent
Counselor	3	0.6
Nurse	1	1
Psychologist	1	1
Special Day Class Teacher	2	2
Speech/Language Specialist	1	1

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 the Pacific Avenue Center, 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.

Mann Elementary School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in implementing 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 five. For third graders, the Reaching Up! reading intervention program provides additional assistance in literacy skills. Reaching Up! focuses on letter recognition, vocabulary building, and helping students develop confidence in their reading abilities. Students in third through fifth grades may participate in the Glendale Preparatory Academy, a district wide program that provides additional learning opportunities for students having difficulty achieving grade level performance in the area of language arts.

Because Mann Elementary School has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. Students receive core instruction in all content areas, including English Language Development (ELD). ELD is taught in the regular classroom setting. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress. Mann Elementary School is proud to have an extremely high rate of English Learners who become redesignated as fluent English speakers.

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 Elementary School provides additional after school activities for GATE students.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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. 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*

2003-04

Statewide Average

All Unified School		
GUSD	Districts	All Districts
\$6,639	\$6,987	\$6,919

*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 2003-04 school year, the District received approximately \$2,166 per student in Federal and State aid for the following categorical, special education, and support programs:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

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 more than 20,000 average daily attendance throughout the State.

Average Salary Information

Teachers - Principal - Superintendent

2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

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