

Horace Mann Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

School Contact Information (School Year 2019—20)	
School Name	Horace Mann Elementary
Street	501 East Acacia Ave.
City, State, Zip	Glendale, Ca, 91205-2823
Phone Number	818-246-2421
Principal	Rosa Alonso, Principal
Email Address	ralonso@gusd.net
County-District-School (CDS) Code	19645686013767

Last updated: 12/31/2019

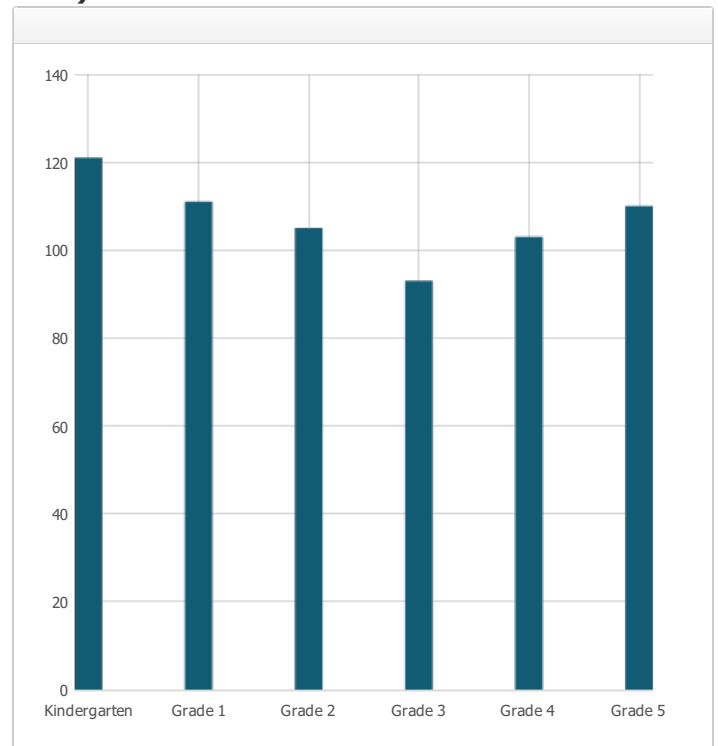
School Description and Mission Statement (School Year 2019—20)

The staff at Horace Mann Elementary will collaborate to ensure that all students are provided with research-based instruction that develops their ability to fluently read, comprehend, and analyze a variety of increasingly complex literary and informational text, as well as multimedia. This will be reflected in students' ability to extract key ideas and details, and cite supporting evidence. Students' achievement will increase each year as demonstrated through evidence of proficient acquisition of the Common Core Reading standards on school, district, and state assessments.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	121
Grade 1	111
Grade 2	105
Grade 3	93
Grade 4	103
Grade 5	110
Total Enrollment	643



Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.10 %
American Indian or Alaska Native	%
Asian	1.40 %
Filipino	4.00 %
Hispanic or Latino	37.80 %
Native Hawaiian or Pacific Islander	%
White	55.10 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.20 %
English Learners	56.80 %
Students with Disabilities	9.00 %
Foster Youth	0.20 %
Homeless	11.20 %

A. Conditions of Learning

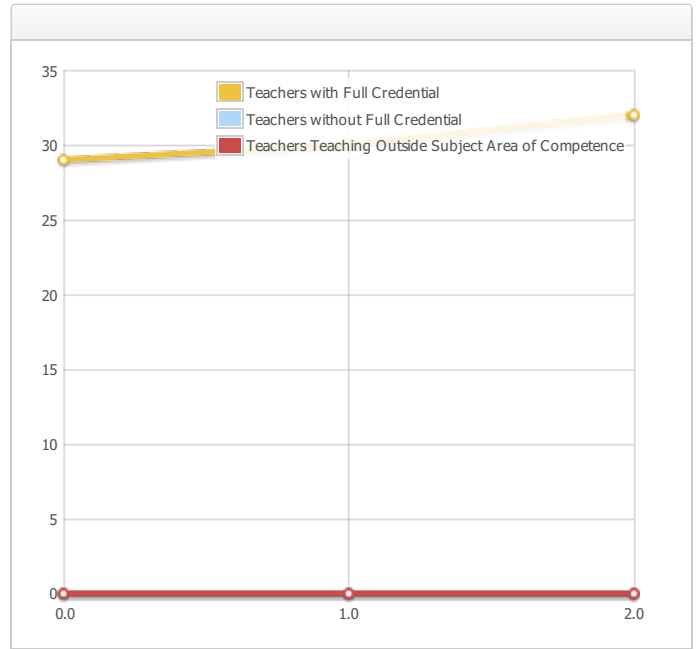
State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	30	32	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2019	Yes	0.00 %
Mathematics	enVision Math 2016	Yes	0.00 %
Science	MacMillian McGraw-Hill – California Science/2007	Yes	0.00 %
History-Social Science	History-Social Science Harcourt – Reflections: California Series/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

Our buildings have been modernized. Most of our buildings, including our library, cafeteria and auditorium were updated. We also added new air conditioning units to our second story building.
 We have a solar panel structure to provide shade on the playground. Our custodian closely monitors our maintenance through weekly inspections. Any problems are addressed quickly by our facilities and support operation

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 12/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	74.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	67.0%	71.0%	53.0%	55.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	291	283	97.25%	2.75%	73.50%
Male	157	152	96.82%	3.18%	69.74%
Female	134	131	97.76%	2.24%	77.86%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	14	14	100.00%	0.00%	85.71%
Hispanic or Latino	117	117	100.00%	0.00%	67.52%
Native Hawaiian or Pacific Islander					
White	156	148	94.87%	5.13%	76.35%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	275	267	97.09%	2.91%	72.28%
English Learners	221	213	96.38%	3.62%	71.83%
Students with Disabilities	29	29	100.00%	0.00%	20.69%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	28	26	92.86%	7.14%	61.54%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	291	290	99.66%	0.34%	71.38%
Male	157	156	99.36%	0.64%	71.79%
Female	134	134	100.00%	0.00%	70.90%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	14	14	100.00%	0.00%	85.71%
Hispanic or Latino	117	117	100.00%	0.00%	58.97%
Native Hawaiian or Pacific Islander					
White	156	155	99.36%	0.64%	78.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	275	274	99.64%	0.36%	70.44%
English Learners	221	220	99.55%	0.45%	70.91%
Students with Disabilities	29	29	100.00%	0.00%	20.69%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	28	28	100.00%	0.00%	64.29%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/25/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.30%	29.60%	41.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

There are various opportunities for parents to get involved at Horace Mann Elementary. We offer a variety of meetings to foster home-school partnerships. All parents are invited to attend monthly Coffee with the Principal meetings. Parents are presented with useful information that they can immediately use with their child to address behavior or academics. Time also is set aside for parents to ask the principal questions or make comments. Kindergarten teachers have monthly Tea with the Teachers and other grade levels also have monthly meetings. Parents get together with teachers to learn methods for helping their child at home to improve academic achievement.

We promote frequent communication with parents. During Back to School Night, parents learn about school and classroom academic and behavioral expectations. We use an automated phone system to alert parents of events at our school. This system is also utilized during the summer months to remind students of activities they can participate in such as taking the time to read or attend community opportunities. A monthly newsletter is sent to communicate special events for each month and celebrate the achievement of students who are meeting reading goals. Each family receives a parent handbook that provides a calendar of special events for the school year, and district and school policies and expectations. We also have a school webpage that parents can have access to current information and send messages to their child's teacher.

Parents are invited to participate in a variety of school events, such as Open House. Parents are encouraged to volunteer in the classrooms, and to assist with special events and field trips.

We invite parents to join the School Site council (SSC), which is an important component for parent involvement. Here, parents are involved in policy making, and help decide how to spend school categorical money.

State Priority: Pupil Engagement

Last updated: 1/14/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.40%	1.70%	1.50%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

At Horace Mann Elementary, we follow a safety plan that is reviewed and revised yearly. We have a closed campus and all visitors are required to check in through the office and wear a visitor's badge. We have additional security in the main office area so that we can carefully monitor the entrance of the school. Visitors need to be buzzed in to get on campus. We have added surveillance cameras throughout the school. The campus is closely monitored during and after school hours. In order to increase safety, we also have a privacy screen on the gr. 1-5 playground, so outsiders avoid watching and interacting with our students.

We have an emergency plan in place as well. This plan includes command posts for all teachers and staff in the event of an emergency. We have scheduled emergency drills throughout the year where all staff members and students participate. All staff members are assigned and trained for specific roles.

We have a detailed entrance and dismissal procedure to promote a more orderly and safe process for students as they enter or leave our school. A crossing guard helps ensure safety on Mariposa and Garfield Ave, and supervision is provided at all entrance and exit gates.

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		5	
1	23.00		4	
2	26.00		4	
3	25.00		4	
4	27.00		4	
5	24.00	2	1	2
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		5	
1	26.00		4	
2	25.00		4	
3	26.00		4	
4	29.00		2	1
5	26.00	1	3	1
6				
Other**	10.00	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	1	3	1
1	28.00		4	
2	26.00		4	
3	23.00		4	
4	34.00			3
5	28.00	1	1	2
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/25/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/21/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6496.00	\$1355.00	\$5141.00	\$68135.00
District	N/A	N/A	\$5998.00	\$84419.00
Percent Difference – School Site and District	N/A	N/A	-15.39%	-21.35%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-37.41%	-18.96%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

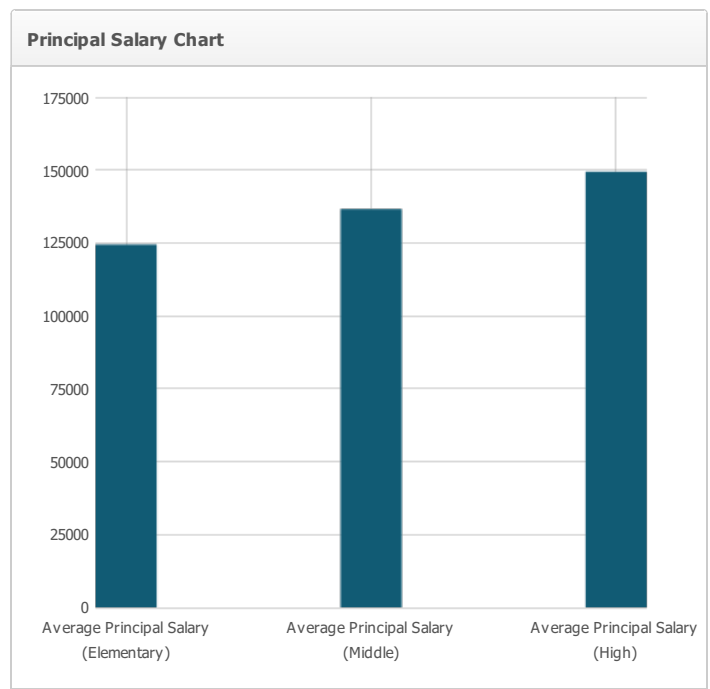
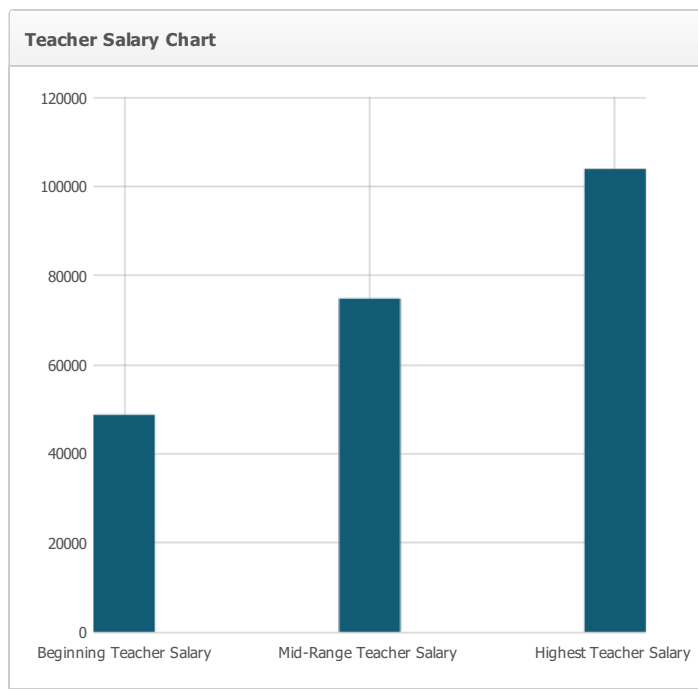
A combination of state and federal funding is used to cover all aspects of our instructional program. We have various reading and math interventions for our at-risk students. These programs are used to target specific student needs in these areas. We also are committed to lowering the students to teacher ratio during our Universal/Language Arts block. A small group of students work in a computer lab for 20 minute rotations to use the district purchased iReady program for Language Arts during this protected Language Arts time. This allows teachers to target student needs in a small group during the Universal Access block. Students also visit the computer lab weekly and work on developing computer literacy as well as taking Accelerated Reader quizzes. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,718	\$48,612
Mid-Range Teacher Salary	\$74,790	\$74,676
Highest Teacher Salary	\$103,874	\$99,791
Average Principal Salary (Elementary)	\$124,470	\$125,830
Average Principal Salary (Middle)	\$136,644	\$131,167
Average Principal Salary (High)	\$149,424	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/13/2020