

## School Accountability Report Card

Reporting for school year 2010-2011  
Published in 2011-2012

San José Unified School District

# Horace Mann Elementary

55 North 7th Street  
San José, CA 95112

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**Grades K-5**



Principal

Joanne Vanderhorst  
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### San José Unified School District

*855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000*

#### Superintendent

Vincent Matthews, Ed. D.

#### Assistant Superintendents

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**This school is in Trustee Area 2**

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Horace Mann Elementary	<b>District Name</b>	San Jose Unified
<b>Street</b>	55 North Seventh St.	<b>Phone Number</b>	(408) 535-6000
<b>City, State, Zip</b>	San Jose, CA, 95112-5429	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	(408) 535-6237	<b>Superintendent</b>	Vincent Matthews
<b>Principal</b>	Joanne Vanderhorst, Principal	<b>E-mail Address</b>	vincent_matthews@sjUSD.org
<b>E-mail Address</b>	joanne_vanderehorst@sjUSD.org	<b>CDS Code</b>	43696666048599

### School Description and Mission Statement (School Year 2010–11)

#### Principal's Comments

#### **Vision:**

*By working together, we will create a better world through inquiry, intercultural understanding, and respect that will inspire hope for a better tomorrow.*

#### **Mission Statement:**

*To develop global leaders one child at a time.*

#### **Motto:**

*One School. One Community. Connected.*

Horace Mann is an International Baccalaureate- Primary Years Program, World School (IB-PYP). The PYP is designed for students between the ages of 3 and 12. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional, and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

Horace Mann is building a strong tradition of success for students. Horace Mann School provides students with a strong academic program in an environment that is multiculturally and technologically rich. Horace Mann School was founded as a school dedicated to the development of the whole child. Our goal is to equip students from diverse communities with the attitudes, knowledge, and skills required to learn and become productive and responsible citizens. We believe in the statement, "*All students Can Learn: All Students Can Succeed.*"

As a neighborhood school, we are proud to be a positive agent for change in our community, and know that building strong relationships between the school and the community is essential to our student's success. We are passionate about providing every one of our students with the knowledge and skills essential for their success, and supporting their development as lifelong learners.

In keeping with our school-wide focus on school wide continuous, reflective, improvement, Horace Mann staff, and students constantly examine their performance on District Benchmark and Performance Assessments, setting new goals to drive our increased future success.

Parent involvement is central to our success as a site, and Horace Mann is proud of its many outlets for parents to become connected to the school. Team Horace, Art Express, Reading Partners, SELAC, SSC, Los Dichos, ABC Program and the Horace Mann Foundation are just a few of the major parent groups that help us to fully support our students towards personal ongoing success.

At Horace Mann School, all of our stakeholders are committed to our motto of, "One School. One Community. Connected."

#### Principal's Experience

Joanne Vanderhorst came to Horace Mann after four prior years as a successful administrator with the Monterey Peninsula Unified School District. She advocates that all students can learn and strives to ensure that the social, emotional, and academic needs of all students are met everyday. She has served as an educator for over 20 years.

#### Major Achievements

- ☐ Authorized as an International Baccalaureate Primary Year Program, World School
- ☐ International Baccalaureate Advocacy Group with neighboring feeder middle and high schools
- ☐ All Teachers have been trained in Thinking Maps strategies
- ☐ Implementation of *Language B* a component of International Baccalaureate Primary Year Program

- ☐ \$40, 000 was raised in our 10<sup>th</sup> Annual Walk-A –Thon
- ☐ Teachers collaborate to update the PYP Planners using the Inquiry of Learning method
- ☐

### Opportunities for Parental Involvement (School Year 2010–11)

Horace Mann School truly believes that the success of all students is driven by strong partnerships between all members of the community. Parents, students from local colleges and high schools, and community members all volunteer at the site.

Principal, Joanne Vanderhorst, hosts bimonthly Parent Coffees to inform parents of up-coming events or just to listen to parent’s concerns. Parents are given an opportunity to meet directly with the principal to ask questions, share concerns, and celebrate successes.

Horace Mann has an established School Site Council (SSC), which fully represents all stakeholders – from parents to teachers and classified staff and administration. In addition, the Site English Learner Advisory Committee (SELAC) supports the needs of English learners program at the site.

Horace Mann offers English Language Development (ELD) classes for parents, math classes, in addition to citizenship, computer and parenting classes.

In partnership with Third Street Community Center, Horace Mann is able to offer parents and all community members a wide range of adult enrichment courses.

Parents are actively recruited to volunteer in their children’s classroom. Volunteerism depends on the individual parent, and parent volunteer training is offered each year to parents.

The parent group Los Dichos for our Spanish speaking parents and the ABC program for our English speaking parents, run in partnership with Project Cornerstone aims this parent group to involve parents in their children’s classroom through literacy.

For further information about our parent volunteer program, please contact Marcella Iglesias, Parent Liaison, at 535-6237.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	104	Grade 8	0
Grade 1	94	Ungraded Elementary	0
Grade 2	136	Grade 9	0
Grade 3	99	Grade 10	0
Grade 4	108	Grade 11	0
Grade 5	91	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	632

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.4%
American Indian or Alaska Native	0.5%
Asian	7.9%
Filipino	1.1%
Hispanic or Latino	75.5%
Native Hawaiian or Pacific Islander	0.3%
White	7.0%
Two or More Races	0.9%
Socioeconomically Disadvantaged	78.5%
English Learners	59.5%
Students with Disabilities	8.2%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	4	2	0	24.0	1	3	0	32.3	0	3	0
1	18.3	4	0	0	28.0	0	4	0	32.0	0	3	0
2	20.0	5	0	0	27.0	0	3	0	30.6	0	5	0
3	28.5	0	2	0	27.8	0	4	0	31.5	0	2	0
4	29.7	0	3	0	28.0	0	2	0	33.0	0	1	0

<b>5</b>	29.0	0	3	0	27.7	0	3	0	33.0	0	2	0
<b>6</b>												
<b>Other</b>	21.5	3	1	0	23.3	1	3		25.0	1	4	0

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

### III. School Climate

#### School Safety Plan (School Year 2010–11)

##### Safety

Horace Mann’s safety plan was updated in the summer of 2011 and was reviewed with staff in October of 2011. Every member of the staff is assigned a “job” and we have practiced many times during the year. We are ready if a major incident should occur.

The Horace Mann staff is participating in Positive Behavior Intervention and Support program (PBIS) that has been integrated into Horace Mann’s “The Husky Way”. “The Husky Way” promotes safety, productivity, and kindness in all students, parents, and staff members. Classes hold weekly class meetings to actively promote “The Husky Way.” Each Monday morning, the entire school community comes together to recite, “The Husky Way” pledge and to announce the week’s Husky Heroes – students who exemplify safety, kindness, and productivity in their classrooms. Students receive Husky Bucks in recognition of their good citizenship.

We believe that students should be recognized for their strengths and respected for their differences. Classroom environments are created to promote a community of learners. We believe that learning occurs best when teachers and students share responsibility in a nurturing environment.

##### Homework

Homework conforms to District guidelines (30 minutes for 1st - 3rd grades; 60 minutes 4 - 5th grades). Teachers assign reasonable amounts of meaningful daily homework, related to and reinforcing the learning objectives of the class. The expectation is that all homework will be completed. Parents sign a Family-School Compact agreeing to provide a quiet time and place for homework.

Third Street Community Center is available on a daily basis to assist enrolled students with homework. For Third Street Community Center days and hours, please contact them directly at 661-3097. After School All Stars (ASAS) also designates one hour for Homework. In addition, teachers do after school intervention program that supports homework skills.

##### Discipline

Students are extremely well behaved. Teachers set reasonable guidelines that are clearly communicated. Classroom rules are posted. Positive behavior is rewarded with praise, rewards, and recognition and with Husky Bucks.

Referrals are issued for minor rule infractions. Major incidents are referred to the principal for investigation, sometimes resulting in suspension/expulsion. Overall, students view the school office as a positive place.

Often, negative student behavior is an indicator of low academic achievement and maladaptive coping skills. At Horace Mann, we believe in a "Systems Approach" to supporting students and their families. Student and family support is provided and managed by our site Coordinator of Services Teams (COST). In addition, both COSTs supervise and manages the SST (Student Study Team) process and the individual and group efforts of Social Work interns from the College of Social Work at San Jose State University. Coordination Of Services Team (COST), a team of teachers, the school nurse, Social Work Interns, resource teachers, the school psychologist, the speech and language specialist, and the school principal meet weekly to discuss students’ academic, attendance, and behavioral issues.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	12.2%	7.79%	22.9%	11.8%	5.17%	10.8%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

Horace Mann returned to its original school site in the fall of 2003. Our new three-story building was built in partnership with the City of San Jose. The new building has 35 classrooms with Small Group Instruction (SGI) rooms between each pair of classrooms. It also has beautiful administration offices, a media center, and computer lab in addition to a multipurpose room with a stage. The playground has the latest in engaging playground equipment. The third floor rooftop playground is used to for outdoor science and social studies experiments. The school site has the capacity to house 750 students in grades Preschool – 5th grade.

Horace Mann was visited by the Williams Act team from the Santa Clara County of Education in September of 2011. I am pleased to say that we passed the book inventory visit and the physical plant visit.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair/Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		x		There was 1 deficiency in this area. It was for ceiling vent dirty in kitchen.
<b>Interior:</b> Interior Surfaces		x		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		x		
<b>Electrical:</b> Electrical			x	There was 1 deficiency in this area. It was for the binder of carpet coming up in Rm 206.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			x	There were 4 deficiencies in this area. They included heavy urine stains under urinals in 3 Boys RR and soap dispenser leaking in Rm 204,
<b>Safety:</b> Fire Safety, Hazardous Materials			x	There were 23 deficiencies in this area. They were for lights and banks out, and cover for floor outlet missing in Rm 210.
<b>Structural:</b> Structural Damage, Roofs			x	There were 6 deficiencies in this area. They included faucets leaking, faucets dripping, and outside dirty fountains.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences			x	There were 4 deficiencies in this area. They included tear in turf of main playground and missing plates at entrance of rest rooms.
<b>Overall Rating</b>			x	Summer cleaning going on

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	31	25	29	1464
<b>Without Full Credential</b>	2	0	1	58
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments*</b>	0	0	
<b>Vacant Teacher Positions</b>	0	1	

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.

### **Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page

at: <http://www.cde.ca.gov/nclb/sr/tq/>

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	94.01%	5.99%
<b>High-Poverty Schools in District</b>	94.08%	5.92%
<b>Low-Poverty Schools in District</b>	92.02%	7.98%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## **VI. Support Staff and Specialized Programs**

### **Academic Counselors and Specialized Programs (School Year 2010–11)**

#### **Support Staff**

Horace Mann has 1.0 FTE Academic Counselors and 1.0 FTE Speech/Language/Hearing Specialist, a Registered Nurse once a week, a 1.0 FTE Resource Specialist Program Teacher, 5 Instructional Associates and 2 Special Education IAs.

#### **Specialized Programs**

##### **GATE**

GATE students are identified via an annual district test. Differentiation teaching strategies are implemented to engage GATE students in the regular education classroom. With the implementation of the International Baccalaureate Primary Years Program (PYP), units of inquiry are used in all classrooms to fully engage and excite the minds of all students, GATE and otherwise.

##### **Special Ed**

Horace Mann has a Special Day Class for students in grades 3<sup>rd</sup> through 5th. A fulltime RSP program is available to assist individual students who require additional assistance in core academic areas. A fulltime Speech Therapist is on site as well.

##### **At-risk students**

Academic interventions provided to students may include: extended day, targeted instruction, tutoring, homework support and supervision as well as supplemental instruction provided by Resource Teachers as well as outside agencies. The COST team meets weekly to discuss and address the needs of low-performing students.

Students who are at risk emotionally are also part of the SST/COST process. In addition, Horace Mann provides services to these students via BSW (Bachelor in Social Work) Interns, the Bill Wilson

Center/Center for Living with Dying (small group and individual therapy), and a referral process is in place to connect families and students with community organizations.

*Teacher use the Voyager* intervention program for students in grades K-5. Lang! is a "replacement curriculum for FFB/BB 4<sup>th</sup> and 5<sup>th</sup> grade students.

Horace Mann School is committed to the idea that all students can be successful and should receive any support necessary to achieve academic *and* social success.

### **English language learners**

Horace Mann has eight ALA (Academic Language Acquisition) classes for English Learner (EL) Spanish speaking students. This program teaches EL/ALA students core academic subjects in their primary language until 3<sup>rd</sup> grade. Beginning in 3<sup>rd</sup> grade, EL/ALA students begin their formal transition into English Language Arts. All students in the ALA program have a parental exception waiver on file at the site. Parents of EL students, who decide not to place their student in the ALA program, are enrolled in the Structured English Immersion (SEI) program. In this classroom environment, EL students are taught core subjects in English using SDAIE strategies.

An integral part the success of EL students in both ALA and SEI programs at Horace Mann is the English Language Development (ELD) component of instruction. In grades K-3, ELD is delivered through the District adopted Avenues program. EL students are grouped across grade level by their California English Language Development Test (CELDT) score, which can range from 1-Beginning to a 5-Advanced, ensuring that students are instructed at their language proficiency level. For grades 4 and 5, students are regrouped, and ELD is imbedded into the daily English/Language Arts block. Content-based ELD is delivered daily to English Learner students in grades 4 and 5. Teachers also utilize GLAD and Thinking Maps strategies throughout the day to instruct students.

Horace Mann, in conjunction with the District's Parent Education Office, also offers ESL classes for parents to support their second language acquisition.

### **Students with disabilities**

Students with learning disabilities are served and assisted by the RSP teacher, members of the Resource Team, and the site's full time Speech-Language Therapist. Occupational therapy is provided to all qualifying students.

### **After-school programs**

A variety of site based and off site after-school programs are offered to Horace Mann students. The AfterSchool AllStars (ASAS) provides a comprehensive on site after school program that includes homework support, Intramural sports, and enrichment activities. Supplemental Educational Service (SES) programs was available for our FBB/BB students in 2<sup>nd</sup> thru 5<sup>th</sup> grades. The various SES providers were selected by parent preference.

Playworks, Third Street Community Center, and the YWCA after school care program also offer after school programs to Horace Mann students. We also had Kids Play, a non-denominational religious group offer a one-day a week session based on character building. We had Bay Area Women's Sports Initiative (BAWSI) provide 2 eight week session for 74 girls to build their self esteem through sports and Salud Por Vida, a program to get moms involved in exercise. Through the HM School Foundation, we had a Mariachi for up to 30 students in partnership with Mexican Heritage Corporation.

With the support of Team Horace (our PTO), we were able to offer: LEGO Robotic classes, Math Olympiad for 4<sup>th</sup> and 5<sup>th</sup>, a Drama Production for up to 70 students, and Chess Classes.

### **Tutoring**

Housed on the Horace Mann campus, Reading Partners provides one on one tutoring to students identified as reading below grade level. Students are referred to Reading Partners by their classroom teacher, and are given intense support in mastery of the California State Standards in Reading. Students are given both pre/post assessments to gage their growth. Students are referred based on their low reading levels and who are not receiving any other service.

### **Peer tutoring**

Playworks has implemented a *Junior Coach Program* where 4<sup>th</sup> and 5<sup>th</sup> grade students act as mentors for the younger students during lunch recess. The students meet once a week to review strategies they use and to review any concerns that arise from their interaction with students. They also have a Leadership course to teach our students leadership skills

AfterSchool AllStars also offers a student Leadership program called *Entourage*. Students are expected to take an active role in issues they feel are important to them and they are encouraged to "act" them out through various mediums of expression.

Intermediate grades have *Reading Buddies* with primary grade classes. The intermediate grade students serve as mentors to the younger students as help listen to them read or they may read to them. It serves

two purposes: it helps both grade levels with their reading fluency and the older students serve as mentors to the younger students.

\* 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.

## **VII. Curriculum and Instructional Materials**

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### **Curriculum**

At the heart of the PYP philosophy is a commitment to structured inquiry as the leading vehicle for learning. Six transdisciplinary themes provide the framework for the exploration of knowledge. Teachers and students are guided by their "lines of inquiry" as they design curricular units for exploration and study. Students explore subject areas through these lines of inquiry, often in ways that transcend conventional subject boundaries. In the process, they develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

#### **Reading and Writing**

Horace Mann School places a strong emphasis on Language Arts, particularly reading and writing. All teachers use the state adopted Houghton Mifflin Language Arts curriculum. Additionally, Horace Mann uses the Accelerated Reader (AR) program to excite and engage students in reading and advance their proficiency.

#### **Math**

The District adopted math texts, Envision, math program is used school wide, and is closely aligned to the California State Standards for mathematics. Math is taught with an emphasis on understanding mathematical concepts, estimating, proficiency in arithmetic skills, and the use of these skills in problem-solving situations. All teachers use math manipulatives. Mathematics is taught in context whenever possible. Teachers and students use rubrics to assess students' ability to solve problems and show mathematical reasoning.

#### **Science**

Incorporating GLAD strategies, teachers use the comprehensive state and district standards as the focus of science instruction. The use of in class labs and visuals, as well as technology results in a well-developed science program at the site.

#### **Social Studies**

Horace Mann uses the state and district adopted Social Studies program to instruct in alignment with the state and district standards. Supplementary texts, audiovisual aides, periodicals, and first person accounts develop social studies concepts. In keeping with the PYP curriculum, field trips are used to enhance grade level topics and further students understanding of the social studies curriculum.

#### **Textbooks**

Horace Mann School, in alignment with SJUSD, is committed to the regular adoption of major subject area textbooks that are aligned with the California State Standards. All students have individual copies of adopted textbooks that are current and in good condition; all teachers have complete sets of teaching guides and support materials and receive training on all new adoptions.

Students visit the library weekly as a class, and are able to come daily as needed. The collection of over 10,000 titles contains both English and Spanish books, is kept up-to-date by a part time media clerk as well as community and parent volunteers. Students are taught how to select books based on reading ability as well as interest level. Checkout and inventory is computer controlled.

Horace Mann is a leader in the use of technology in education at the elementary school level. In addition to a traditional computer lab, mobile computer laptop carts are available for classroom use. Every teacher is provided with document cameras and an LCD projector in addition to a laptop computer used to prepare lesson plans or classroom presentations. Digital cameras are available to record student work. Horace Mann School is equipped with a wireless network that can be accessed campus wide.

A list of textbooks and adoption dates is available at:

[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

Year and month in which data were collected: Sept 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	No	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,426	\$3,927	\$5,498	\$65,515
District			\$6,048	\$67,256
Percent Difference – School Site and District			-9.1%	-2.6%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+0.8%	-5.3%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor.

Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating

expenses for the 2009-10 year were \$281,302,275. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)). These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,436	\$42,017
<b>Mid-Range Teacher Salary</b>	\$71,772	\$67,294
<b>Highest Teacher Salary</b>	\$87,228	\$86,776
<b>Average Principal Salary (Elementary)</b>	\$108,331	\$108,534
<b>Average Principal Salary (Middle)</b>	\$111,511	\$112,893
<b>Average Principal Salary (High)</b>	\$119,913	\$123,331
<b>Superintendent Salary</b>	\$241,743	\$226,417
<b>Percent of Budget for Teacher Salaries</b>	34.00%	38.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	42%	40%	45%	54%	56%	57%	49%	52%	54%
<b>Mathematics</b>	49%	42%	43%	50%	51%	53%	46%	48%	50%
<b>Science</b>	41%	33%	42%	52%	57%	60%	50%	54%	57%
<b>History-Social Science</b>	0%	0%	0%	49%	50%	51%	41%	44%	48%

Note: Scores are not shown 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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	57%	53%	60%	51%
<b>All Students at the School</b>	45%	43%	42%	0%
<b>Male</b>	43%	44%	41%	0%
<b>Female</b>	47%	43%	43%	0%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	74%	79%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	37%	35%	32%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	87%	80%	0%	0%
<b>Two or More Races</b>	56%	50%	0%	0%
<b>Socioeconomically Disadvantaged</b>	38%	38%	38%	0%
<b>English Learners</b>	29%	36%	9%	0%
<b>Students with Disabilities</b>	42%	38%	0%	0%
<b>Students Receiving Migrant Education Services</b>	35%	48%	0%	0%

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.90%	35.70%	14.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Rank	2008	2009	2010
Statewide		3	2	2
Similar Schools		4	2	1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	11	-9	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	-19	33
Native Hawaiian or Pacific Islander			

<b>White</b>			
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	-8	-6	31
<b>English Learners</b>	-18	7	49
<b>Students with Disabilities</b>			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	School	2011 Growth API		Number of Students	State
			Number of Students	LEA		
<b>All Students at the School</b>	402	742	23,642	798	4,683,676	778
<b>Black or African American</b>	8		738	758	317,856	696
<b>American Indian or Alaska Native</b>	4		166	786	33,774	733
<b>Asian</b>	40	910	2,205	941	398,869	898
<b>Filipino</b>	3		374	850	123,245	859
<b>Hispanic or Latino</b>	301	703	11,980	716	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		7		26,953	764
<b>White</b>	31	900	6,455	878	1,258,831	845
<b>Two or More Races</b>	0		153	787	76,766	836
<b>Socioeconomically Disadvantaged</b>	319	714	11,520	712	2,731,843	726
<b>English Learners</b>	243	726	8,287	701	1,521,844	707
<b>Students with Disabilities</b>	40	672	2,265	583	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
	<b>Made AYP Overall</b>	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes

<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-2010	2009-2010
<b>Year in Program Improvement</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>		16
<b>Percent of Schools Currently in Program Improvement</b>		30.8%

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Three Staff Development Days are scheduled each year. CCST Data analysis is covered in August; the October training focuses on new textbooks and materials; and the March date stresses diversity training. Funds are available for teachers to attend workshops on topics such as instructional technology and classroom management. The staff participates in "IB-PYP" training. Staff development opportunities are also offered by the school district. Substitutes are provided for teachers who attend all-day trainings. Other trainings take place on-site before and after school. Teachers are provided "release days" to work on various expectations for the year.

Professional Development at Horace Mann is based on teacher need assessments and focuses on developing and supporting effective teaching Professional Development activities including supporting the development of English Language Learners, continuous improvement in instructional strategies, methodology, and curricular expertise - all necessary to serve a diverse student population. All new teachers are provided with mentors and coaches to ensure they are fully supported and connected to our learning community. In all cases, Horace Mann strives to provide teachers with all of the support they need to develop into effective educators.

Professional Development is delivered via a variety of methods depending on teacher and trainer availability. Site run and developed trainings are given after school and on Saturdays. Development delivered by the school district and outside agencies is offered on weekends, after school, and during the school day, depending on the length and focus of the training being offered.

Because of our IB-PYP Authorization, all staff members must attend IB Authorized Trainings beginning with Level 1 on to Level 3. The Trainings are offered throughout the year. Teachers are usually sent in teams of two or three to support each other after the training.

San Jose Unified

***Provided by the Ed-Data Partnership***

*For more information visit [www.ed-data.org](http://www.ed-data.org)*