

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: Sylvia Cassell Elementary School

Introduction

Since November, 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal *No Child Left Behind Act* (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving its goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Principal's Message

Welcome back to the 2008 – 2009 academic school year, it's great to be back and to be a part of this warm and loving community. I am looking forward to another successful year at Cassell. You should be proud of the wonderful children you have placed in our care. Cassell School will continue to provide a wonderful school experience for your children and continue to promote educational and social success for the coming year. We will do our best to live up to your trust.

Our goals for the 2008 – 2009 school year include:

- Respectful, thoughtful and caring behavior towards self, classmates and school personnel.
- Class meetings and discussions will reinforce appropriate behaviors
- Improvement and refinement of communication skills- both written and oral
- Increased regular, on-time daily attendance; certificates are given for monthly
- Perfect attendance and rewards
- Increased parent involvement
- Increased student motivation for academic achievement (emphasizing monthly academic goals)

Our friendly and competent Cassell staff focuses on creating and building a well rounded multicultural atmosphere that will nurture and develop well prepared professionals for the future. I encourage parent participation and wholesome communication with teachers and all of the Cassell staff. It is truly the best way for your child to succeed. Always remember that we have the best interest of the children on our agenda. Whatever we can do as a team will be geared towards our student's future. As instructional leader I encourage you to take an active role in your child's education future.

Sincerely,
Carolyn Barnaba
Principal

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Executive Summary School Accountability Report Card, 2007-08

Sylvia Cassell Elementary School

Address: 1300 Tallahassee Dr. , San Jose CA 95122-3939 Phone: 408-928-7200

Principal: Carolyn Barnaba Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Overview

Sylvia Cassell Elementary School has a richly diverse student population consisting of approximately 600 students in grades K-5. According to 2007-2008 CBEDS data, the majority of Cassell students are Hispanic (79.83%). The other ethnic groups include 10.5% Filipino, 5.67% Asian, 2.33 White, 1.0% African American, 0.33% American Indian, and 0.33% Pacific Islander. One hundred percent of the students participate in the free or reduced lunch program, 61.0% of the students are English Learners, and 9.0% of the students receive Special Education services. Eighty-five percent of the students' first language is Spanish; 6% Vietnamese; 4% Tagalog; 1% Cambodian; 1% Punjabi; 1% Cantonese; 1% Ilocano; 1% Lao; and 1% Samoan.

The students are served by the following personnel: 1 principal; 29 classroom teachers; 1 resource teacher; 1 literacy coach; 1 vision-impaired teacher; 1 resource specialist program teacher; 1 part-time adapted physical education specialist; 1 part-time speech, language, and hearing specialist; 1 part-time psychologist; 1 part-time instrumental music teacher; 2 part-time prep teachers; 1 administrative assistant; 1 part-time office assistant; 1 part-time library assistant; 6 part-time special education para-educators; 1 part-time nurse's aide; 3 part-time noon duty aides; 2 food service employees; and 2 custodians.

All students, including the vision-impaired students and those identified for the resource specialist program of special education, work toward improved student achievement. Students are offered not only the district-wide curriculum in reading, math, and ELD, science, and social studies; but also participate in various intervention and enrichment programs.

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, the Boys and Girls Club, the CBET program, fundraising, the city's Homework Center program, and the Cassell Neighborhood Association. Parents and the community are continually kept informed through the school newsletter, the school marquis, community flyers, and parent notices from teachers and administration.

Cassell is one of the few schools in the district with a vision-impaired program that allows blind and other visually impaired students to be part of the regular education classroom and also learn Braille. All EL students participate in the ELD program. GATE students are mainstreamed in with the regular education students and receive extra services that promote their achievement. Students who qualify as at-risk and perform below proficiency receive interventions above and beyond the regular program and the regular school day.

Cassell teachers work in collaboration to provide an optimal learning program that includes daily, leveled English Language Development, as well as interventions for EL students. Regularly scheduled Student Study Team meetings address the needs of students at all grade levels, and IEPs are reviewed and updated according to all mandated timelines to provide services to our identified special education students. GATE

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students are clustered and monitored and provided with additional enrichment activities.

Classroom teachers participate in ongoing collaboration with colleagues, and in staff development to help them acquire the skills for effective instruction, ELD, differentiation, and assessment. Grade level teams map instruction, collaborate on lesson plans and instructional preparation, lesson pacing, and assessment.

In trying to provide the most beneficial learning program for our students, parents and teachers have come together to address concerns and to develop a school plan to bring about change in teaching and learning. A major emphasis has been placed upon improving parent participation and education. Parents receive regular newsletters to keep them informed of school activities, themes, and activities. The School Site Council and the ELAC Committee meet monthly during evening meetings; and monthly coffee meetings provide an opportunity to participate in our continuing dialogue to provide the best possible services to students and families. In addition, teachers provide a parent seminar series to address important topics related to student learning and college goals.

Vision & Mission

The vision of Cassell Elementary School is to create a climate and environment in which staff, parents, and students have an attitude of mutual involvement that ensures students achieve academically to the standards of life-long learning while acquiring the tools they need to become contributing members in a rapidly changing, culturally diverse and global society. We strive for student appreciation and acceptance of people from all backgrounds. We believe that all students are capable of learning.

Goals

As expressed in the Single School Plan, Cassell's goals are:

- As part of the AYP target, 35.2% of students in grades K-5 will achieve the performance level of proficient/advanced on the California Standards Test in English/Language Arts.
- As part of the AYP target, 37.0% of students in grades k-5 will achieve the performance level of proficient/advanced on the California Standards Test in Mathematics.
- All English Learners will increase two proficiency levels for students at proficiency level 1 and one proficiency level for students at proficiency levels 2-5 in one year's time as evidence on the annual CELDT.

Progress Monitoring

1. Use of state and local assessments to modify instruction and improve student achievement.
Cassell has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, CELDT, etc.), district assessments, and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations

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of student performance are used to measure whether all students are meeting the standards. In addition to state data, these local assessments are used to monitor teaching and learning:

- District Writing Assessment
 - Reading Lions Assessments/Houghton Mifflin Curriculum Embedded Assessments
 - Saxon Math Unit Assessments
 - Marie Clay Observational Survey
 - DRA (Developmental Reading Assessment)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
- Cassell uses the following state and local assessments to modify instruction and improve achievement:
 - California Standards Test/STAR Testing
 - District Writing Assessment
 - Houghton Mifflin Lectura Reading Lions Assessments
 - DRA fluency assessment
 - CELDT test program
 - Entry level placement and diagnostic tests for Holt Literature and Language Arts, High Point, pre-algebra and algebra
 - Formative assessments based on California State Standards.
 - Standards Based Tests in Spanish
 - Observation Survey to assess Kindergarten preparedness

Schoolwide Programs

- After School Enrichment/Intervention Program
 - This program provides differentiated instruction for students falling below benchmark on Language assessments. Students receive 8 weeks of intensive instruction per cycle.
 - Every student at Cassell has the opportunity to attend the after school enrichment program. It is our belief that children will continue to develop academically through different learning modalities. students attend art, music, drama and sports classes through our after school enrichment program
- Saturday Academy
 - This program provides intensive English instruction for our 2nd and 3rd grade students in preparation for the end of the year CST (California Standards Test).
- Homework Center
 - Students are provided assistance with their homework as well as tutoring in small groups.

Student Enrollment

Group	Percent
African American	1.0%
American Indian or Alaska Native	0.33%
Asian	5.67%
Filipino	10.5%
Hispanic or Latino	79.83%
Pacific Islander	0.33%
White (not Hispanic)	2.33%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	61.0%
Students with Disabilities	9.0%
Total Number of students	600

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Teachers

Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school was assessed in the following 15 categories: Gas Leaks; Mech/HVAC; Windows/Doors, Gates & Fences; Interior Surfaces; Hazardous Materials; Structural Damage; Fire Safety; Electrical; Pest/Vermin Infestation; Drinking Fountains; Restrooms; Sewer; Roofs; Playground/School Grounds; and Overall Cleanliness. According to the site inspection, the facilities at Cassell are in GOOD condition.

Repairs Needed

The HVAC system leaks into E-6. The doors are rotted at the bottom and are missing kick plates in the boys' and girls' restrooms. In E-6 and the cafeteria, there are many loose tiles. In D-2, there are loose and fallen tiles. There are severe cracks near the A and E wings. In D-2, the floor is sloping. The ramp skirt is rotten and falling off in the library portable. The lighting does not appear to be adequate in D-5, E-3, E-2, and the cafeteria. The outside lighting does not appear to be adequate by the music room and D-2. There is a cover missing in D-8 and the cafeteria. There are stains and missing enamel on the water fountain outside of the boys' restroom. The concrete walkway and playground pathway are cracked and uneven. The D, C, and E wings have leaks when it rains. The school has etched windows. The playground has gopher holes.

Corrective Actions Taken or Planned

The HVAC system will be repaired in E-6. The doors to the boys' and girls' restrooms will be repaired. The loose tiles in E-6 and the cafeteria will be repaired. The loose and fallen tiles in D-2 will be replaced. The cracks near the A and E wings will be repaired. In D-2, the floor will be reinforced. The ramp skirt will be repaired in the library portable. The lighting will be replaced in D-5, E-3, E-2, and the cafeteria. The outside lighting will be repaired by the music room and D-2. The missing light cover in D-8 and the cafeteria will be replaced. The water fountain outside of the boys' restroom will be repaired. The cracks in the concrete walkway and playground pathway will be repaired. The D, C, and E wings roofing will be repaired. The etched windows will be smoothed out. The holes in the playground will be filled.

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Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,696
District	\$8,491
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	31%
Mathematics	55%
Science	35%
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	736
Statewide Rank (from 2007 Base API Report)	5
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

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2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Sylvia Cassell Elementary	District Name	Alum Rock Union Elementary
Street	1300 Tallahassee Dr.	Phone Number	408-928-6800
City, State, Zip	San Jose , CA 95122-3939	Web Site	www.arusd.org
Phone Number	408-928-7200	Interim Supt.	José Manzo
Principal	Carolyn Barnaba	E-mail Address	jose.manzo@arusd.org
E-mail Address		CDS Code	43-69369-6046312

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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aide; 3 part-time noon duty aides; 2 food service employees; and 2 custodians.

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Schoolwide Programs

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- students attend art, music, drama and sports classes through our after school enrichment program
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- Homework Center
 - Students are provided assistance with their homework as well as tutoring in small

Opportunities for Parental Involvement (School Year 2007-08)

**FOR MORE PARENT INVOLVEMENT INFORMATION, PLEASE CONTACT
CAROLYN BARNABA AT 408-928-7200**

Cognizant that a parent involvement is essential to effective schooling, Cassell aggressively promotes a strong, comprehensive parent involvement policy. Not only does Cassell promote two-way communication about school programs and students' progress, but it also involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision making and developing their leadership skills in governance and advocacy, Cassell also provides parents with strategies and techniques to assist their children with learning activities at home. Finally, to ensure that parents receive the health, social, and other support services that are necessary to live healthy lives and promote student achievement, Cassell provides parents with the skills and resources to access community and support services.

- The CBET Program assists parents in developing English skills.
- Parent Institute for Quality Education provides parenting education.
- Parent training is provided by Cassell teachers and administration on topics that address academic achievement and accountability.
- Parent workshops are provided for targeted students to help parents support learning in the home.
- Community agencies provide counseling and family support to students and parents.
- San Jose Police Department volunteer officers work with parents to resolve issues of attendance and proper supervision, as well as special programs to support students.
- Parent workshops are offered by SJSU, CalSOAP "I'm going to college"

Student Enrollment by Grade Level (School Year 2007-08)

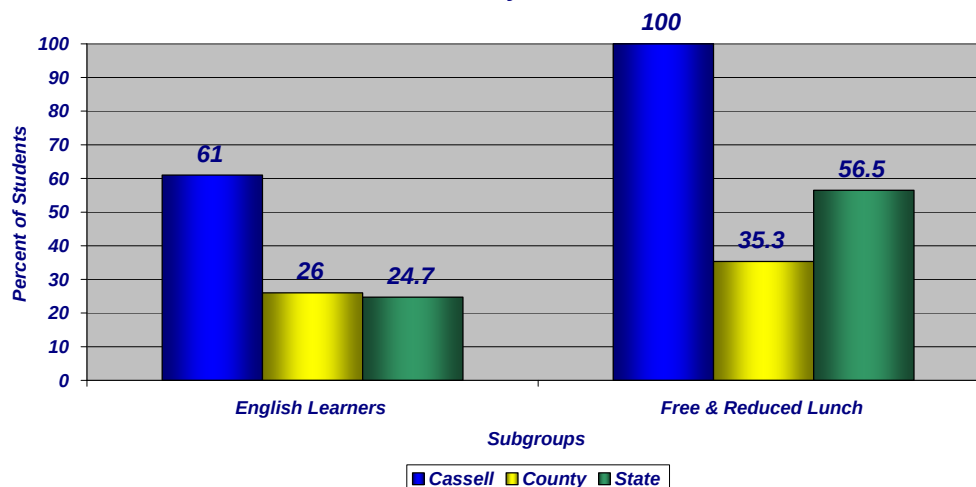
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	104
Grade 1	123
Grade 2	104
Grade 3	100
Grade 4	83
Grade 5	86
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Ungraded Secondary	0
Total Enrollment	600

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**2008 Enrollment Comparison: Sylvia Cassell Elementary School
Santa Clara County and California**



Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1 %
American Indian or Alaska Native	0.33 %
Asian	5.67 %
Filipino	10.5 %
Hispanic or Latino	79.83 %
Pacific Islander	0.33 %
White (not Hispanic)	2.33 %
Multiple or No Response	%
Socioeconomically Disadvantaged	100 %
English Learners	61 %
Students with Disabilities	9 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	4	2		19.8	5	1		17.3	6.0		
1	20.6	2	3		19.0	6			20.2	5.0	1.0	
2	20.3	3	1		19.2	5			20.8	1.0	3.0	
3	20.0	4			21.8	4		1	20.0	6.0		
4	26.3		3		30.7		3		33.5			2.0
5	33.3			3	35.0			1	35.5			2.0

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6	26.7		3		32.0		1					
K-3												
3-4	19.0	1										
4-8									28.0		1.0	
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Cassell Elementary School has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Cassell Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The Cassell Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior Policy
- Rules and Regulations
- Dress Code Policy
- Protocols for Safety/Emergency Drills
- Tardy Policy
- Attendance Policy
- Referral Policy
- Nondiscriminatory Policy on Student Rights and Responsibilities
- Campus Security Policy
- Harassment Policy
- Conflict Management Policy
- Internet Safety Policy
- Intervention and Referral System Policy

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.9	1.3	0.8	15.0	11.6	10.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office. School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. In the event that asbestos and lead containing building materials are found, they are managed and removed according to EPA and State and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projected are completed in a timely manner.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensures the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

Age of School Buildings

Although the main school campus was constructed in 1963, portable buildings have been added to accommodate the growing school population and diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure that the 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.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to maintain 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 floors systems.

Modernization Projects

During the 2007-2008 school year, local Measure A funds and state-matching funds were used to renovate existing facilities. The District makes every effort to ensure that all schools are clean, safe, and functional. To

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assist in this effort, School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Major projects for the past year included painting, heating, flooring, and roofing.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			The HVAC system will be repaired in E-6.
Windows/Doors/Gates (interior and exterior)	√			The doors to the boys' and girls' restrooms will be repaired.
Interior Surfaces (walls, floors, and ceilings)		√		The loose tiles in E-6 and the cafeteria will be repaired. The loose and fallen tiles in D-2 will be replaced.
Hazardous Materials (interior and exterior)	√			
Structural Damage		√		The cracks near the A and E wings will be repaired. In D-2, the floor will be reinforced. The ramp skirt will be repaired in the library portable.
Fire Safety	√			
Electrical (interior and exterior)	√			The lighting will be replaced in D-5, E-3, E-2, and the cafeteria. The outside lighting will be repaired by the music room and D-2. The missing light cover in D-8 will be replaced.
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			The water fountain outside of the boys' restroom will be repaired.
Restrooms	√			
Sewer	√			
Playground/School Grounds		√		The cracks in the concrete walkway and playground pathway will be repaired. The etched windows will be smoothed out. The holes in the playground will be filled.
Roofs		√		The D, C, and E wings roofing will be repaired.
Overall Cleanliness	√			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good to Fair Condition			

V. Teachers

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Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	33	29	29	658
Without Full Credential	0	2	3	98
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.4	3.6
All Schools in District	96.9	3.1
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	90.9	9.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A

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Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other Health Assistant	0.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100% SBE Approved SRA Open Court (2003) Open Court ELD Adopted in (2003) Hampton Brown Highpoint (2003) Sopris West Language! (2006)	0%
Mathematics	100% SBE Approved Saxon Math (2002) Prentice-Hall PreAlg (2002) McDougall-Littell Course 1(2002)	0%
Science	100% SBE Approved California Science (2006) Focus on Earth (2006)	0%
History-Social Science	100% SBE Approved History/Soc Sci for California (2006) The Ancient World (2006) The Medieval World & Beyond (2006)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,160	\$464	\$4,696	\$67,773
District	N/A	N/A	\$8,491	\$63248

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Percent Difference – School Site and District	N/A	N/A	44.6%	6.6%
State	N/A	N/A	\$5300	\$64702
Percent Difference – School Site and State	N/A	N/A	11.3%	4.5%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Cassell provides the following categorically funded services to enable under-performing students meet standards.

- Effective implementation of Homework Centers at Cassell focused on the needs of at-risk students.
- EIA, Title I, and SIP funds used to help fund the Literacy Coach and resource teacher positions, which focus on supporting low-achieving students.
- The Literacy Coach, resource teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goals based on length of time in the district's English language development program.

Cassell provides the following regular program services to enable under-performing students meet standards:

- Summer school and before/after school intervention classes are offered to at-risk students scoring below the proficiency level in language arts.
- Training in differentiated instructional practices in the area of reading and math is provided.
- The Literacy Coach, Resource Teacher, and Principal serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below the proficiency level of the CST's.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45211	\$40667
Mid-Range Teacher Salary	\$70385	\$66167
Highest Teacher Salary	\$82154	\$84142
Average Principal Salary (Elementary)	\$94543	\$104640
Average Principal Salary (Middle)	\$99083	\$107227
Average Principal Salary (High)	\$108,995	\$131,881
Superintendent Salary	\$190266	\$167564
Percent of Budget for Teacher Salaries	41.2 %	42.3%
Percent of Budget for Administrative Salaries	7.4 %	5.4%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	34	35	31	33	33	35	42	43	46
Mathematics	45	63	55	38	41	43	40	40	43
Science	20	21	37	21	27	37	35	38	46
History-Social Science				25	27	29	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	N/A
American Indian or Alaska Native	*	*	*	N/A
Asian	50	81	*	N/A
Filipino	46	82	46	N/A
Hispanic or Latino	27	49	31	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	45	64		N/A
Male	32	54	35	N/A
Female	30	56	38	N/A
Economically Disadvantaged	31	55	37	N/A
English Learners	25	51	15	N/A
Students with Disabilities	17	35	*	N/A
Students Receiving Migrant Education Services	*	*		N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	27.3
7	N/A
9	N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this

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category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	5	4	5
Similar Schools	9	8	10

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6046312

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-16	37	-25	736
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-19	30	-19	713
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	-4	37	-26	735
English Learners	-14	37	-10	727
Students with Disabilities	N/A	N/A	N/A	N/A

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"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

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

Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	28.6

XI. School Completion and Postsecondary Preparation

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Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](http://www.universityofcalifornia.edu) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](http://www.california-state-university.edu) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](http://www.dataquest.org) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	3.1	3.5	4.4
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](http://www.cahsee.org) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of

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career technical education (CTE) programs offered at the school.

Currently, the district is negotiating with the local Trades Union and the feeder high school district to establish a vertical slice career technical educational program partnership which will provide students with structured pathways for immediate entry into technical apprenticeships; prepare them for additional vocational training; and or prepare them to enter 4-year college/university technical programs. However, at this time, there are no Career Technical Education Programs at this school. However, technology is integrated into all curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments as well as to provide them with the skills that are necessary to compete for jobs in a technology-based society.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. 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.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Professional development is driven by student data and directly linked to teaching and learning. All professional development opportunities are personalized to address the needs of all teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual needs at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities and teachers have multiple opportunities to select from a menu of ongoing staff development opportunities to broaden their knowledge, enhance their classroom management skills, and learning support strategies. Teachers have multiple opportunities to participate in District workshops; attend conferences; participate in District-sponsored new teacher workshops on classroom management, teaching and learning, etc.; in the Beginning Teacher Support and Assessment Program (BTSA); Peer Assistance and Review (PAR); and many literacy and teaching and learning seminars. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of

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Education. Teacher selection for paid professional development activities is predicated on the value of the activity to identified student learning needs, teacher needs (based on assignment and performance data), and resource availability. To ensure that all school staff have the same opportunities for ongoing learning, the district offers classified staff a number of professional development activities that are designed to address their individual job descriptions. For example, classes are offered in Excel, eSchoolPlus, and other computer applications; safety and organizational maintenance; landscaping; and computer maintenance and repair. Similarly, administrators are offered ongoing professional development through their monthly meetings, professional organizations (Association of California School Administrators), and conferences.

To ensure that professional development opportunities are effective, teachers and administrators regularly analyze data and use their findings to inform decisions regarding teaching and learning, use of time, and overall professional development program integrity. To support teachers to implement new strategies, the site administrator makes frequent classroom visits and provides timely feedback to increase instructional effectiveness. In addition, the district employs literacy and math coaches who are available to work with teachers in developing and implementing appropriate and innovative instructional strategies that are aligned with the California Standards, are infused with higher level thinking skills, and are differentiated to accommodate the needs of all students.

Because teachers share “best practices”, work towards common goals, collaboration and collegiality permeate the school culture. Consequently, teachers, as a group, realize the need to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, and school operations. School wide and grade-level meetings are held routinely so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. In addition to collaborating with their peers, our teachers also collaborate with middle schools to articulate curricula, gather data on student performance with which to refine the instructional program, share best practices, and gain new perspectives.