Sylvia Cassell Elementary School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Sylvia Cassell Elementary

Contact Information (School Year 2014-15)

1300 Tallahassee Dr.

San Jose, CA 95122-3939

(408) 928-7200

Principal:	Carolyn Barnaba, Principal
Contact E-mail Address:	carolyn.barnaba@arusd.org
County-District-School (CDS) Code:	43693696046312

Alum Rock Union Elementary

Contact Information (School Year 2014-15)

(408) 928-6800

www.arusd.org

Superintendent:	Hilaria Bauer
Contact E-mail Address:	hilaria.bauer@arusd.org

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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

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Contact Information - Most Recent Year

School Name	Sylvia Cassell Elementary
Street	1300 Tallahassee Dr.
City, State, Zip	San Jose, CA 95122-3939
Phone Number	(408) 928-7200
Principal	Carolyn Barnaba, Principal
E-mail Address	carolyn.barnaba@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693696046312

School Description and Mission Statement- Most Recent Year

Cassell School continues to make growth academically; this is evident through our yearly growth on student state assessments. For four years in a row we have been able to reach the state's API target of 800 in spite of us failing to make AYP. Our staff is dedicated and determined to meet the state and federal government's goal of 100% proficient in reading language arts and math by 2015. We consider our school to be special; the majority of our teaching staff has over 15 years of teaching experience, and they are talented teachers. All teachers work after hours providing additional instruction to students who need support. After school and enrichment programs such as Compass Learning, YMCA, and Recess 101 help to make our students well rounded citizens.

Our goals for the school year include:

Increasing the percentage of proficient and advanced students in all grade levels

Building a strong and solid relationship between the school, staff, students, parents and community

Encouraging parent participation in all aspects of the school

Increasing student motivation and dedication to achieving academically

Teaching students to be nonviolent and drug free

Teaching the students and community the benefits of reusing, reducing and recycling

Our friendly and competent Cassell staff focuses on creating and building a well-rounded multicultural atmosphere that nurtures and develops well prepared citizens for the future. We encourage parent participation and communication. It is truly the best way for children to succeed. Always remember that we have the best interest of the children in mind. Everything we do is geared towards our student's future. As an instructional leader I encourage you to take an active role in the future of your child's education.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	84
Grade 1	81
Grade 2	83
Grade 3	80
Grade 4	85
Grade 5	75
Grade 6	0
Total Enrollment	488

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	10.5
Filipino	7.6
Hispanic or Latino	79.1
Native Hawaiian/Pacific Islander	0.6
White	0.6
Two or More Races	0.00
Socioeconomically Disadvantaged	90.6
English Learners	63.5
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	23	24	22	518
Without Full Credential		0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.31	7.6899999999999995
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	0	0

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements - Most Recent Year

Alum Rock Union Elementary School District makes every effort to ensure 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.
Cassell School was built in 1963. School facilities are renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.
Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient space for classroom, office, library, playground, staff room, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure 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 the district maintenance crew ensures 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 are well-supervised by staff before, during, and after school.
In 2008 the front office and staff room was air conditioned. An electronic marquee was installed displaying the school's California Distinguished School emblem in 2009.
All of the student restrooms were repaired and restored in the summer of 2011, and 16 classroom floors were completely taken out and replaced with new tiles in 2011 and 2012. In summer of 2014, the roof on the whole school was replaced and a water filtration system was installed in the school's cafeteria. The school also received a new coat of paint and the school's parking lot was resurfaced and refinished.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	No apparent problems.
Interior: Interior Surfaces	✔	—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✔	—	—	No apparent problems.
Electrical: Electrical	✔	—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/Fountains	✔	—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials	✔	—	—	No apparent problems.
Structural: Structural Damage, Roofs	✔	—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	36%	35%	34%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	34%
Male	29%
Female	39%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	50%
Hispanic or Latino	28%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	33%
English Learners	25%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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 for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52%	53%	54%	48%	52%	50%	54%	56%	55%
Mathematics	68%	71%	69%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	5	5
Similar Schools	9	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	3	5	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	-1	-7
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	3	5	-7
English Learners	4	-2	-21
Students with Disabilities			

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.

State Priority: Other Pupil Outcome

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	11.5%	17.9%	6.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

Cognizant that 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. Our school has a functioning School Site Council, an English Language Advisory committee and a Parent Teacher Association. These three committees work jointly for the good of the school. The Alum Rock Board adopted a new policy this past spring which recommends that all parents devote 30 hours during the year to working in the schools. This has opened up a whole new door to parents being involved in their children's success. We have recorded over 100 parents who are actively involved in the school this school year. Parents volunteer in a variety of ways from donating supplies, to tutoring and working with the teacher in the classrooms, covering the playgrounds and monitoring the cafeteria.   Finally, to ensure that parents receive 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.

School Site Council and the English Language Advisory Committee help make major decisions about the school.

Our monthly Principal's Coffee provides opportunities for parents to come together and discuss important issues concerning the school.

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 such as Eastfield Ming Quong (EMQ) and Foothill Counseling Services provide counseling support to students and parents.

San Jose Police Department volunteer officers work with parents to resolve issues regarding attendance and proper supervision, as well as provide special programs to support students.

Parenting classes are offered to parents.

Contact the school at 408-928-7200 if you would like to volunteer your time. Our PTO president, our English Learner Advisory Committee representative, and our School Site Council member chairpersons, are also available to discuss how you can become involved in our school.

State Priority: School Climate

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

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	1.7	1.3	0.2	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

Cassell Elementary School has in place a few precautions that we use to help ensure the safety of our students. One of them is the prevention of strangers from infiltrating our campus. All visitors must sign in at the front desk; they are given a badge to wear while on campus. Any one on campus without a badge is reported by staff and students. Gates on the side of the campus and on the front of the campus are locked 15 minutes after the start of school and before the end of school to make sure that strangers are not allowed to freely be on campus. Cassell 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 approval. Cassell's school plan was last updated and Board approved in October 2014. 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. In April and October, the school participated in a district wide earthquake and evacuation drill. Both the staff and students were fully prepared for a drill such as this. The Cassell Safety Plan has the following policies which are comprehensive, enforceable, and continuous:
Behavior Policy addressing Bullying
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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	5	0	0	18	5			21	1	3	
1	19.6	5	0	0	17	5			20	3	1	
2	19.6	5	0	0	17	5			21	1	3	
3	19.8	4	0	0	16	5			16	5		
4	29.3	0	3	0	27	1		2	21	2	2	
5	25.5	1	3	0	21	1	3		19	2	2	
6												
Other	0	1	0	0								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$10,327	$2,726	$7,601	$75,490
District	N/A	N/A	N/A	$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	9.7
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	62.07	6.64

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

Types of Services Funded (Fiscal Year 2013-14)

Sylvia Cassell School is funded by both the state LCAP and federal government. These programs support all students in their quest to become academically dependent and ready for the 21st century. Below is a list of programs that are provided by these funds:
All students receive free breakfast and lunch.
Title I, and Title II, funds are used to pay the resource teacher position which sustains the focus on supporting low-achieving students.
Title I and Title III funds are used to pay for before/after school intervention instruction for those students who are low-achieving.
Title I funds provide for the school's library assistant.
Title I and the Associated Student Body provide funds for field trips.
Title I funds provide professional development for teachers.
Supplemental Concentration funds are used to purchase materials for our English language learners.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,567	$41,507
Mid-Range Teacher Salary	$72,497	$67,890
Highest Teacher Salary	$84,619	$86,174
Average Principal Salary (Elementary)	$107,361	$109,131
Average Principal Salary (Middle)	$112,730	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$204,900	$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development – Most Recent Three Years

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

The school principal will continue to receive AB75 and CSLA training on standards coaching, supervising and evaluating teachers based on CA standards for teaching professionals. All new eligible teachers participate in BTSA, Intern or Pre-Intern programs, which focus on standards for teaching professionals. Newly credentialed teachers are offered the opportunity to participate in a new teacher induction program. Teachers regularly examine student work samples at grade level/department meetings to ensure that students are mastering grade-level standards. The Literacy Coach works with all teachers to ensure full implementation of standards-aligned programs. Staff development is also provided in the use of standards-aligned materials and research-based practices. Teachers are also encouraged to participate in AB466, beginning and advanced training, which has a heavy emphasis on standards-based materials use. All teachers are also eligible to participate in school and district sponsored grade level meetings, which focus on adopted standards-based instructional programs. Para-educators are given the opportunity to participate in district sponsored reading workshops to develop their understanding and practices of effective reading fluency and comprehension strategies.