

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



### Sylvia Cassell Elementary

Address: 1300 Tallahassee Dr. San Jose, CA 95122-3939

Principal: Dr. Sandra Sarmiento, Principal

Phone: (408) 928-7200

Email: [sandra.sarmiento@arUSD.org](mailto:sandra.sarmiento@arUSD.org)

Web Site:

CDS Code: 43693696046312



### Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: [hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)

Web Site: [www.arUSD.org](http://www.arUSD.org)



## I DATA AND ACCESS

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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

### 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](mailto:hilaria.bauer@arUSD.org)  
 Web Site: [www.arUSD.org](http://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: Dr. Sandra Sarmiento, Principal  
 E-mail Address: [sandra.sarmiento@arUSD.org](mailto:sandra.sarmiento@arUSD.org)  
 Web Site:  
 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 2016. 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 Sylvan, City Year, and Little Heroes 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 2014-15)

Grade Level	Number of Students
Kindergarten	84
Grade 1	61
Grade 2	70
Grade 3	78
Grade 4	79
Grade 5	80
Grade 6	0
Total Enrollment	452

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.4%
Asian	13.1%
Filipino	6%
Hispanic or Latino	77.9%
Native Hawaiian/Pacific Islander	0.4%
White	1.1%
Two or More Races	0.2%
Socioeconomically Disadvantaged	90.9%
English Learners	59.3%
Students with Disabilities	13.5%
Foster Youth	0.7%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	24	22	20	568
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	91.67%	8.33%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% 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

Month and year in which data were collected: January 2016

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

### Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	24%	33%	44%
Mathematics (grades 3-8 and 11)	27%	23%	33%

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.



**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)**  
**ELA - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	71	70	98.6%	37%	40%	20%	3%
Male	71	35	49.3%	40%	37%	23%	0%
Female	71	35	49.3%	34%	43%	17%	6%
Black or African American							
American Indian or Alaska Native							
Asian	71	7	9.9%	--	--	--	--
Filipino	71	3	4.2%	--	--	--	--
Hispanic or Latino	71	58	81.7%	38%	40%	19%	3%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	71	65	91.5%	38%	38%	20%	3%
English Learners	71	45	63.4%	42%	38%	16%	4%
Students with Disabilities	71	7	9.9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	74	70	94.6%	67%	16%	13%	4%
Male	74	34	45.9%	71%	15%	12%	3%
Female	74	36	48.6%	64%	17%	14%	6%
Black or African American							
American Indian or Alaska Native							
Asian	74	9	12.2%	--	--	--	--
Filipino	74	4	5.4%	--	--	--	--
Hispanic or Latino	74	56	75.7%	73%	20%	7%	0%
Native Hawaiian or Pacific Islander							
White	74	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	74	63	85.1%	75%	14%	10%	2%
English Learners	74	34	45.9%	88%	9%	3%	0%
Students with Disabilities	74	9	12.2%	--	--	--	--
Students Receiving Migrant Education Services	74	1	1.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	70	87.5%	46%	23%	20%	11%
Male	80	34	42.5%	35%	21%	29%	15%
Female	80	36	45%	56%	25%	11%	8%
Black or African American							
American Indian or Alaska Native							
Asian	80	8	10%	--	--	--	--
Filipino	80	8	10%	--	--	--	--
Hispanic or Latino	80	54	67.5%	54%	20%	20%	6%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	80	63	78.8%	51%	24%	19%	6%
English Learners	80	21	26.3%	86%	14%	0%	0%
Students with Disabilities	80	11	13.8%	91%	9%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	71	71	100%	38%	31%	24%	7%
Male	71	35	49.3%	34%	34%	23%	9%
Female	71	36	50.7%	42%	28%	25%	6%
Black or African American							
American Indian or Alaska Native							
Asian	71	7	9.9%	--	--	--	--
Filipino	71	3	4.2%	--	--	--	--
Hispanic or Latino	71	59	83.1%	42%	29%	22%	7%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	71	66	93%	39%	33%	20%	8%
English Learners	71	46	64.8%	50%	20%	24%	7%
Students with Disabilities	71	7	9.9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	74	69	93.2%	46%	33%	14%	6%
Male	74	33	44.6%	48%	27%	18%	6%
Female	74	36	48.6%	44%	39%	11%	6%
Black or African American							
American Indian or Alaska Native							
Asian	74	9	12.2%	--	--	--	--
Filipino	74	4	5.4%	--	--	--	--
Hispanic or Latino	74	55	74.3%	51%	36%	13%	0%
Native Hawaiian or Pacific Islander							
White	74	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	74	62	83.8%	50%	35%	11%	3%
English Learners	74	33	44.6%	64%	24%	12%	0%
Students with Disabilities	74	9	12.2%	--	--	--	--
Students Receiving Migrant Education Services	74	1	1.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	70	87.5%	50%	21%	16%	13%
Male	80	34	42.5%	35%	24%	18%	24%
Female	80	36	45%	64%	19%	14%	3%
Black or African American							
American Indian or Alaska Native							
Asian	80	8	10%	--	--	--	--
Filipino	80	8	10%	--	--	--	--
Hispanic or Latino	80	54	67.5%	59%	20%	15%	6%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	80	63	78.8%	56%	24%	14%	6%
English Learners	80	21	26.3%	86%	14%	0%	0%
Students with Disabilities	80	11	13.8%	91%	9%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

### Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	30%	26%	43%	50%	52%	47%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	43%	White	
Male	66%	Two or More Races	
Female	21%	Socioeconomically Disadvantaged	36%
Black or African American		English Learners	0%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	
Filipino	–	Foster Youth	–
Hispanic or Latino	36%		

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.

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

### California Physical Fitness Test Results (School Year 2014-15)

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	9.8%	8.5%	2.4%
7			
9			

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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement - 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. These 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 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 Alum Rock Counseling Center & 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.

## STATE PRIORITY: SCHOOL CLIMATE

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

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

### Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.26	0.19	1.38	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

### 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 December 2015. 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 2014-15)**

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

**Federal Intervention Program (School Year 2015-16)**

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	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	5			21	1	3		20	2	3	
1	17	5			20	3	1		23		2	
2	17	5			21	1	3		21	1	2	
3	19	4			19	4			20	4		
4	38			2	32		2		29		2	
5	26		3		25	1	3		22	2	3	
6												
Other	12	1										

\* 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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.6	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,473	\$2,400	\$7,073	\$77,169
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	9.39%	10.10%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	32.26%	5.72%

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

## Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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.

All new eligible teachers participate in BTSA and/or 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 Resource Teacher 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 CM 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.