

Sylvia Cassell Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Sylvia Cassell Elementary School
Street	1300 Tallahassee Drive
City, State, Zip	San Jose CA, 95122
Phone Number	1 (408) 928-7200
Principal	Alecia Myers-Kelley M.Ed
Email Address	alecia.kelley@arUSD.org
School Website	https://cassell.arUSD.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69369-6046312

2024-25 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	1 (408)928-6800
Superintendent	German Cerda
Email Address	German.Luna-Cerda@arUSD.org
District Website	www.arUSD.org

2024-25 School Description and Mission Statement

Sylvia Cassell is dedicated and determined to meet the state and federal government’s goal of 100% proficient in reading language arts and math. We consider our school to be special; the majority of our staff has over 15 years of experience, and all of Sylvia Cassell staff are talented. Teachers provide additional instruction to students who need support through attention to data for each and every student and creating small group instruction in reading and math while working with non grade level and grade level partners to create an effective targeted English Language Development program for our students. After school and enrichment programs such as YMCA, and Little Heroes help to make our students well rounded current and future global citizens.

2024-25 School Description and Mission Statement

Sylvia Cassell has the following four goals for the school year:

Goal 1:
English Language Arts/Mathematics
60% or more of our 3rd thru 5th grade students will perform near or above standard on the ELA writing portion and on the Math problem solving and data analysis portion of SBAC

Goal 2:
English Learners
All English Learner (EL) students enrolled in Cassell on or before September 2024 will improve one overall proficiency level from the previous year's ELPAC result.

Goal 3:
School Community Engagement
All students, parents, families, and staff will feel safe and welcomed and that Sylvia Cassell Elementary School is a safe, positive place to work and attend school.

Sylvia Cassell fosters a community of life long learners through shared involvement. Our mission is to nurture minds, foster innovation and shape successful global citizens of the future. Sylvia Cassell provides a character development program aligned to the ABCs of Project Cornerstone. This character development is delivered through the PBIS program and monthly assemblies focused on the character trait of the current month. Students develop their social emotional skills through the curriculum of Kimochis, and enjoy earning Dolphin Bucks for demonstrating character traits, good decision making and being Responsible, Respectful and Safe at all times. Sylvia Cassell's teachers work in articulated grade level groups focusing on answering the following four questions; What do we expect our students to learn?, How will we know they have learned it?, How will we respond when they don't learn it?, How will we respond if they already know it?, this allows for intentional and targeted strategies to be implemented to raise student achievement in Math, English Language Arts and English Development. We encourage all members of our school community to take an active role in the future of all of our students' education by gathering student, staff and parent feedback twice a year on the Panoramic Survey, hosting monthly principal chats and through a student advisory committee.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	34
Grade 2	49
Grade 3	44
Grade 4	44
Grade 5	37
Total Enrollment	253

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.7
Male	44.3
American Indian or Alaska Native	0.4
Asian	9.1
Black or African American	0.8
Filipino	5.1
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1.2
Two or More Races	1.6
White	1.6
English Learners	57.7
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	86.6
Students with Disabilities	13.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.90	88.83	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.59	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.70	7.26	12115.80	4.41
Unknown/Incomplete/NA	1.00	5.59	31.80	6.46	18854.30	6.86
Total Teaching Positions	17.90	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	87.39	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown/Incomplete/NA	2.00	12.61	27.50	5.66	15831.90	5.67
Total Teaching Positions	15.80	100.00	487.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	79.92	340.40	71.03	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.70	4.75	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	20.08	58.00	12.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.90	6.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	27.00	5.64	14303.80	5.15
Total Teaching Positions	14.90	100.00	479.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	3
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

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

School Facility Conditions and Planned Improvements

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 the Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction. The results of this survey are available at the district office.

Sylvia 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 Union Elementary School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair.

School Facility Conditions and Planned Improvements

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 were 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. In the summer of 2016 staff restrooms were remolded to make handicap accessible and 2 student restrooms were remodeled.

Year and month of the most recent FIT report

10/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C Wing Boys Restroom: A wall star compromise from the damage of the custodian room next to it Room P5: Ceiling tiles need to be replaced above sink
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Playground: Needs to be replaced
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C Wing Custodian Room: This closet needs serious repairs as soon as possible C3 Restroom: Toilet is leaking
Safety: Fire Safety, Hazardous Materials	X			C Wing Custodian Room: This closet needs serious repairs as soon as possible
Structural: Structural Damage, Roofs				C Wing Custodian Room: This closet needs serious repairs as soon as possible
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				C Wing Custodian Room: This closet needs serious repairs as soon as possible

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	16	19	31	33	46	47
Mathematics (grades 3-8 and 11)	15	10	25	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	125	97.66	2.34	19.20
Female	70	69	98.57	1.43	21.74
Male	58	56	96.55	3.45	16.07
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	15.38
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	99	96	96.97	3.03	15.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	67	95.71	4.29	8.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	106	97.25	2.75	15.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	128	100.00	0.00	10.16
Female	70	70	100.00	0.00	12.86
Male	58	58	100.00	0.00	6.90
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	15.38
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	6.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	70	100.00	0.00	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	109	100.00	0.00	5.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	4.17	4.88	16.26	17.64	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00	0.00	4.76
Female	21	21	100.00	0.00	4.76
Male	21	21	100.00	0.00	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Sylvia Cassell actively 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. Parents volunteer in a variety of ways from donating supplies, to tutoring and working with the teacher in the classrooms, and covering the playgrounds. Finally, to ensure that parents receive health, social, and other support services that are necessary to live healthy lives, social emotional well being, and promote student achievement, Cassell provides parents with the skills and resources to access community and support services. School Site Council /English Language Advisory Committee help make major decisions about the progress and focus of our school.

Our monthly Principal's Chat 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 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 through our Project Cornerstone along with comprehensive Resource Fairs both in the Fall and Spring.

Please feel free to contact the school at 408-928-7200 if you would like to volunteer your time.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	276	62	22.5
Female	158	157	41	26.1
Male	125	119	21	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	2	8.7
Black or African American	--	--	--	--
Filipino	13	13	2	15.4
Hispanic or Latino	233	226	57	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	166	164	36	22.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	248	241	55	22.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	14	29.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	2.02	0.71	2.44	2.82	1.72	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.00	0.00
Male	1.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Sylvia Cassell Elementary School has precautions in place that 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

2024-25 School Safety Plan

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. The Safety Plan and drill procedures are reviewed during the school 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 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 Sylvia 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
- Mandated Reporting Policy
- SEL intervention groups and supports

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	18	2		
2	24		1	
3	24		1	
4	25		2	
5	29		2	
Other	14	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	22		2	
2	20	1	1	
3	19	2		
4	29		1	
5	33			
Other	14	2	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	17	2		
2	22		2	
3	21		1	
4	25		1	
5	23		1	
Other	16	2	2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	506

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,346.08	\$13,967.86	\$7,378.22	\$98,593.72
District	N/A	N/A	\$8,507.10	\$98,921
Percent Difference - School Site and District	N/A	N/A	-14.2	-0.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-37.4	2.3

Fiscal Year 2023-24 Types of Services Funded

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 the Associated Student Body provide funds for field trips and student enrichment activities.

Title I funds provide professional development for teachers.

Title I and Title III are used to pay for before and/or after school intervention for at-risk students.

Supplemental Concentration funds are used to purchase materials for our English language learners.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,177	\$58,553
Mid-Range Teacher Salary	\$99,913	\$93,924
Highest Teacher Salary	\$119,434	\$119,489
Average Principal Salary (Elementary)	\$132,028	\$149,898
Average Principal Salary (Middle)	\$152,841	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$236,928	\$270,432
Percent of Budget for Teacher Salaries	30.5	31.93
Percent of Budget for Administrative Salaries	6.79	5.62

Professional Development

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.

Staff development is also provided in the use of standards-aligned materials and research-based practices. Teachers are also encouraged to participate in Constructing Meaning beginning and advanced trainings, 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. Professional Development during staff meetings will focus on small group instruction and support. All grade level teachers are given time to collaborate for planning, sharing strategies, review of student data and developing and implementing teaching and learning plans.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	1	5	5