Sassarini Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sassarini Elementary School
Street	652 Fifth Street West
City, State, Zip	Sonoma, CA 95476
Phone Number	707-935-6040
Principal	Thomas Stubbs
Email Address	tstubbs@sonomaschools.org
Website	www.sassarinischool.org
County-District-School (CDS) Code	49-70953-6052294

Entity	Contact Information
District Name	Sonoma Valley Unified School District
Phone Number	707-935-6000
Superintendent	Socorro Shiels
Email Address	msilvi@sonomaschools.org
Website	www.sonomaschools.org

School Description and Mission Statement (School Year 2019-20)

Sassarini's experienced, dedicated staff is deeply committed to developing responsible citizens and ensuring academic success for every student. We have a very caring and positive environment, and visitors always comment on our students' excellent behavior. We have sing-alongs and student recognition assemblies once a month, academic competitions, ample play yards, and a strong art and science program to compliment our Literacy and Math instruction and curriculum. We have intervention and enrichment programs, providing students with opportunities to make valuable gains in their learning. Students are leveled for literacy intervention and ELD between grade levels and math at the 4th and 5th grades. We reduce class sizes for students performing below proficiency by including our resource and special program teachers during this intervention time. We also enrich proficient students with advanced learning opportunities.
Newly developed mission, vision and values:
Mission:
To inspire our community of learners to achieve their optimum potential.

Vision:
Every child, every classroom, every day.
Sassarini is a proud learning community where diversity is welcomed and celebrated.

Values:

All students and staff have the right to a safe and respectful learning environment that cultivates positive connections
We work together with our extended community to support students' diverse academic, social, and emotional growth

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	48
Grade 2	48
Grade 3	52
Grade 4	56
Grade 5	51
Total Enrollment	328

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.9
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0.3
White	14.6
Two or More Races	1.2
Socioeconomically Disadvantaged	88.1
English Learners	63.4
Students with Disabilities	16.5
Foster Youth	0.9
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	16	19	207
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010 K-5 Writing: Heineman, Lucy Calkins Units of Study Writing, Adopted October 2015	Yes	0
Mathematics	The Math Learning Center Bridges	Yes	0
Science	Macmillan/McGraw Hill California Science, Adopted May 2007	Yes	0
History-Social Science	K-2: Houghton-Mifflin History-Social Science, Adopted May 2006 Gr. 3-5: Scott Foresman History-Social Science for CA, Adopted May 2006	Yes	0
Health	Macmillan Health and Wellness, Adopted May 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sassarini is very attractive and inviting, modernized in 1999. We have a large multi-purpose room, full-sized new computer lab and a large library. Hot lunches are prepared and served on-site. One of our classes is in a sub-sized room. All support staff share office space, and space for meetings and conferences outside the classroom. Classrooms are cleaned weekly, and bathrooms are cleaned every day. We have air-conditioning, heating, Internet access, and phones in every classroom. Our Parent-Teacher Organization (OPT) provides us with safe and modern playground structures.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

Year and month of the most recent FIT report: 10/07/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	MPR/Kitchen: Loose and missing ceiling tiles Room 4.1: Stained ceiling tiles Room 7.8: Broken floor tile on mod line Work requests assigned.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Room 1.2: Blocked fire extinguisher Room 4.1: Blocked fire extinguisher Work requests assigned.
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	26	42	43	50	50
Mathematics (grades 3-8 and 11)	22	15	29	28	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	161	96.99	3.01	26.25
Male	84	80	95.24	4.76	20.25
Female	82	81	98.78	1.22	32.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	126	96.18	3.82	23.20
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	34.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	149	97.39	2.61	22.97
English Learners	123	119	96.75	3.25	22.88
Students with Disabilities	37	36	97.30	2.70	5.56
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	163	98.19	1.81	15.34
Male	84	82	97.62	2.38	14.63
Female	82	81	98.78	1.22	16.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	128	97.71	2.29	12.50
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	26.92
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	151	98.69	1.31	13.25
English Learners	123	121	98.37	1.63	12.40
Students with Disabilities	37	36	97.30	2.70	5.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.6	33.3	13.7

Note: 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.

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 (School Year 2019-20)

We welcome parents to join our School Site Council (SSC), English Language Advisory Committee (ELAC) and the Organization of Parents and Teachers (OPT) to help us maintain our successes. The SSC and ELAC advise the principal in resource allocation and programs to improve student performance. The OPT helps us with fundraising and family-fun events such as the Jog-A-Thon, Book Fair, Movie Nights, Sassariniopoly, Fall Festival, Mystery Reader, and the Carnival. Parents help teachers and students by working in the classroom.
Parent involvement coordinator: Principal Andrew Ryan, (707) 935-6040

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	2.3	2.0	5.3	3.3	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school safety plan is updated annually and approved formally by the School Site Council, most recently in November 2018. Students practice fire drills monthly and earthquake and lockdown drills are practiced twice a year, as required by law.
Staff monitors the school grounds before and after school as well as at all recesses and at lunch time. Visitors must enter the school through the main door and sign in at the office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	1		23		3		24		3	
1	23		2		25		2		23		2	
2	20	1	2		24		2		23		2	
3	18	1	2		20	2	1		19	1	2	
4	26		2		26		2		28		2	
5	25		3		50		2	1	26		2	
Other**					9	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	546.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,361	$4,136	$7,225	$62,591.65
District	N/A	N/A	$4,055	$65,909.00
Percent Difference - School Site and District	N/A	N/A	78.2	0.0
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	9.9	-10.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Schools receive funding in a variety of formats. We receive "general funding" that is generated on a per pupil basis. General fund money is mostly used for classroom teachers and buildings. Anything else we receive comes from "categorical funding." Some of these funds may be generated from students who are English Language Learners or are Socio or Economically Disadvantaged. Categorical funds may be specifically designated to purchase textbooks and other tools for learning, or be used to provide professional development.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,712	$46,208
Mid-Range Teacher Salary	$63,869	$72,218
Highest Teacher Salary	$79,852	$92,742
Average Principal Salary (Elementary)	$106,000	$134,864
Average Principal Salary (Middle)	$111,076	$118,220
Average Principal Salary (High)	$129,096	$127,356
Superintendent Salary	$192,000	$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

2013-14 - 2 days

2014-15 - 5 days

2015-16 - 5 days

2017-18- 4 days

2018-19- 5 Days plus 6 Collaboration afternoons-

Areas consist of Literacy, Math Curriculum, Social-Emotional Learning, school safety, English Learner focus and general curriculum adoptions