

Fammatre Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Fammatre Elementary School
Street	2800 New Jersey Ave.
City, State, Zip	San Jose, CA 95124-1556
Phone Number	(408) 377-5480
Principal	Mrs. Lisa MacFarland
E-mail Address	macfarlandl@cambriansd.com
Web Site	http://www.cambriansd.org/Domain/9
CDS Code	43693856046445

District Contact Information	
District Name	Fammatre
Phone Number	(408) 377-2103
Superintendent	Dr. Carrie Andrews
E-mail Address	andrewsc@cambriansd.com
Web Site	www.cambriansd.org

School Description and Mission Statement (School Year 2018-19)

Fammatre Charter Elementary School, named a 2008 California Distinguished School, is an outstanding school that values academic excellence, enjoys parental and community support, and produces well-prepared students. Located in west San Jose, bordering Los Gatos and Campbell, Fammatre serves approximately 550 students in grades TK -5. Additionally, we have two special day classes on our campus and two special day preschools. A safe, warm learning environment is evident as one enters the beautifully landscaped campus. At Fammatre School we believe that all our students can learn, grow, and experience success in school. We believe that children learn best when they are taught in ways that address their learning styles and that a positive, safe learning environment fosters successful student achievement. We encourage individual dignity, self-esteem, self-responsibility, and a sense of belonging to the school and community. Our focus is on teaching the whole child with an emphasis on creativity, communication, collaboration, and critical thinking to ensure students become productive citizens.

Vision Statements

- Our District has high standards where success for all is expected and achieved.
- Our District models global citizenship teaching real-world connections and practical applications.
- All students achieve in a variety of ways to meet social and academic goals.
- Collaboration is evident in all facets of our school community.
- Everyone is a role model for lifelong learning.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	80
Grade 3	77
Grade 4	73
Grade 5	73
Total Enrollment	532

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	15.4
Filipino	1.5
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.2
White	45.7
Socioeconomically Disadvantaged	17.3
English Learners	15.0
Students with Disabilities	11.8
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	33	26	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Eureka/2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school has a separate staff room with adult restrooms and kitchenette facilities. Common areas for students to enjoy at break and lunch have been improved.

Fammatre School is well maintained by a staff of custodians who are assigned to the school. They maintain cleanliness and support the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. Custodians assure jobs are completed in a timely manner through an automated work order system. Learning is enhanced by improved lighting output at lower consumption rates. Fire alarm systems are regularly maintained at strict state standards. Heating and cooling systems are being added or upgraded in the summer of 2003. Fammatre School is well maintained by a staff of custodians who are assigned to the school. They provide cleanliness and support of the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. They assure jobs are completed in a timely manner through an automated work order system. In 2015, new perimeter fencing was installed. Solar arrays were added in 2015 to meet 85% of the schools electrical needs. The primary play ground was upgraded in 2015 to enhance the play experience.

Cambrian is extremely proud of our technology infrastructure. Our present ratio of students to computers is 3:1 iPads in TK-2 and 2:1 Chromebooks in grades 3-5. Students have computers available in their classroom. Computers are networked and linked to the internet. We are currently utilizing digital portfolios for all students to share daily work with their families as well as archive work throughout the students years at Fammatre. In 2016, all classrooms had flat screen televisions installed to replace the failing Smart Boards. There is a district wide technology specialist available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. There is a districtwide technology plan to guide decisions.

Additional work during the summer of 2006 was completed on the infrastructure, including electrical and plumbing. All classrooms were renovated and a new office was completed in January, 2007.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Wing D: Condensation issues at times in room 9. Patriot Enviromental testing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Wing E:

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Wing C: Drinking fountains needed
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/6/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	47.0	50.0	66.0	67.0	48.0	50.0
Mathematics (grades 3-8 and 11)	45.0	58.0	56.0	63.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	217	211	97.24	50.24
Male	101	97	96.04	37.11
Female	116	114	98.28	61.40
Black or African American	--	--	--	--
Asian	24	23	95.83	60.87
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.00	37.04
White	101	97	96.04	47.42
Two or More Races	25	24	96.00	75.00
Socioeconomically Disadvantaged	50	48	96.00	20.83
English Learners	45	45	100.00	51.11
Students with Disabilities	41	36	87.80	19.44

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	211	96.79	58.29
Male	102	97	95.1	57.73
Female	116	114	98.28	58.77
Black or African American	--	--	--	--
Asian	25	23	92	78.26
Filipino	--	--	--	--
Hispanic or Latino	54	54	100	31.48
White	101	97	96.04	64.95
Two or More Races	25	24	96	79.17
Socioeconomically Disadvantaged	50	48	96	27.08
English Learners	45	45	100	62.22
Students with Disabilities	42	36	85.71	25

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	27.6	39.5

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 (School Year 2018-19)

Student led conferences (grades 4-5), math workshops, classroom volunteers, and event coordinators/supporters bring families into partnership with the school. The administration conducts principal coffees, English Language Advisory Committee, and School Site Council meetings several times a year to keep the community informed and ask for feedback to improve our practice. The Home and School Club brings parents, students, and our community together for a variety of activities. These include events such as our Fall Festival, Father/Daughter Dance, Mother/Son Dance, Walk-a-Thons, field trips, and dining out events. Parents help in our classrooms as Arts Vista and Project Cornerstone docents and the Makerspace. Several clubs are active at school, including the Girl Scouts and Boy Scouts. Parents volunteer to coordinate a number of after school activities such as Girls on the Run and after school enrichment programs. Parents become involved during our Back To School and Open House evenings and we have occasional evening assemblies that bring the community together. Finally, events such as our music program and Science Fair provide additional times for the community to participate in our program. If you would like information about any of the above activities, please contact our president at fammatrepreneur@gmail.com or myself at macfarlandl@camabriand.com.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.4	1.3	1.4	1.4	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is less than 4% a year; suspensions are less than 1% for the school. Students are aware of safety plans should emergencies arise and they complete practice drills often. Students and staff practice fire drills once a month, an earthquake drill twice a year as well as a lock down drill once a year. Cambrian works with other agencies to provide a safe environment, which promotes learning. In addition, the school is sensitive and proactive about medically sensitive issues, such as peanut allergies and students with diabetes, and trains staff on how to manage such situations.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	6		22	1	8		20	2	4	
1	25		3		22		3		22		5	
2	26		3		26		3		25		3	
3	26		3		28		2		25		3	
4	27		3		29		2		29		2	
5	29		3		29		3		28		3	
Other									8	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	.167	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	2.6	N/A
Other	1.542	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,453	\$1,436	\$6,017	\$74,879
District	N/A	N/A	\$5,750	\$84,489
Percent Difference: School Site and District	N/A	N/A	4.5	-12.1
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-16.9	-1.5

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 2017-18)

-
- After School Intervention
 - Response to Intervention
 - Art Vista Coordinator
 - Music (includes band and choir)
 - Technology
 - Library
 - PE
 - Makerspace
 - Curriculum

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,518	\$48,064
Mid-Range Teacher Salary	\$82,018	\$75,417
Highest Teacher Salary	\$102,547	\$94,006
Average Principal Salary (Elementary)	\$118,962	\$119,037
Average Principal Salary (Middle)	\$126,092	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$197,400	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

District-wide staff professional development are reflective of students, staff, school and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

- Instructional Rounds
- TK-8 Articulation Days (Teacher Inservice Days)
- District/Side/Grade Level Collaboration Time (Early Release Days)
- Visible Learning
- Guided Reading
- Writer's Workshop

Staff development is designed in our primary areas of focus: Common Core shift, English Learner instruction, questioning for critical thinking, and mathematical understanding. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science or language arts), a specific time is dedicated to staff development to ensure the even and effective implementation of the program.