

# Fammatre Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Fammatre Elementary School
<b>Street</b>	2800 New Jersey Ave.
<b>City, State, Zip</b>	San Jose, CA 95124-1556
<b>Phone Number</b>	(408) 377-5480
<b>Principal</b>	Ms. Samantha Haley
<b>Email Address</b>	haleys@cambriansd.com
<b>School Website</b>	<a href="https://www.cambriansd.org/fammatre">https://www.cambriansd.org/fammatre</a>
<b>County-District-School (CDS) Code</b>	43693856046445

## 2021-22 District Contact Information

<b>District Name</b>	Cambrian School District
<b>Phone Number</b>	(408) 377-2103
<b>Superintendent</b>	Kristi Schwiebert
<b>Email Address</b>	schwiebertk@cambriansd.com
<b>District Website Address</b>	www.cambriansd.org

## 2021-22 School Overview

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 500 students in grades TK -5. Additionally, we have three special day programs on our campus serving students in preschool thru 5th grade. 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	59
Grade 2	71
Grade 3	69
Grade 4	83
Grade 5	60
Total Enrollment	423

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.2
Asian	17.7
Black or African American	1.2
Filipino	1.4
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.8
White	43.5
English Learners	11.1
Homeless	0.7
Socioeconomically Disadvantaged	13.7
Students with Disabilities	16.5

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.5	90.7	134.5	90.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	2.0	1.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	2.1	1.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	1.3	0.9	12115.8	4.4
<b>Unknown</b>	2.0	9.3	9.0	6.0	18854.3	6.9
<b>Total Teaching Positions</b>	21.5	100.0	148.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	Yes	0
Mathematics	Eureka/2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0
Health	Health Connected (5th Grade)	Yes	0

## School Facility Conditions and Planned Improvements

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

Learning is enhanced by improved lighting output at lower consumption rates. Fire alarm systems are regularly maintained at strict state standards. In 2015, new perimeter fencing was installed. Solar arrays were added in 2015 to meet 85% of the schools electrical needs. The primary playground was upgraded in 2015 to enhance the play experience. In 2016, all classrooms had flat-screen televisions installed to replace the failing Smart Boards.

Additional work during the summer of 2006 was completed on the infrastructure, including electrical switchgear, and plumbing. All classrooms were renovated, and a new office was completed in January 2007. Current Measure R funding will provide for the replacement of existing gas lines, the upgrading & replacement of classroom HVAC units, replacement of some portable classrooms, and 1 MIL in district-wide technology expenditures. Work commences during the summer of 2022.

Year and month of the most recent FIT report

1/31/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Summer 2022 Measure R modernization projects will commence replacement and upgrading of gas lines and classroom HVAC systems.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		We are actively updating and improving our cleaning schedules, methods and documentation. All custodial staff are now participating in computer training courses in order to access monthly custodial training, safety training, improve communication, and our coming centralized supply ordering system No known pest/vermin issues.

## School Facility Conditions and Planned Improvements

<b>Electrical</b>		X		Most subpanels and classroom wiring requires replacement/upgrading, Solar system requires further additional installations to offset increasing energy costs; many due to new regulations and increased hot weather.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	most toilets/sinks require further water saving controls or replacement with waterless fixtures. These upgrades and replacement are possible as part of the Measure R modernization projects.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Measure R projects will include up to 1 MIL in district-wide water saving irrigation systems for grounds, and additional fencing as needed. We are always seeking ways to improve playground safety for our students and community.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	201	NT	NT	NT	NT
<b>Female</b>	98	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	42	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	27	NT	NT	NT	NT
<b>White</b>	89	NT	NT	NT	NT
<b>English Learners</b>	24	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	NT	NT	NT	NT



<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	201	NT	NT	NT	NT
<b>Female</b>	98	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	42	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	27	NT	NT	NT	NT
<b>White</b>	89	NT	NT	NT	NT
<b>English Learners</b>	24	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge aReading/aMath Student Groups	FastBridge aReading/a Math Total Enrollment	FastBridge aReading/a Math Number Tested	FastBridge aReading/a Math Percent Tested	FastBridge aReading/a Math Percent Not Tested	FastBridge aReading/a Math Percent At or Above Grade Level
All Students	210	207	99	1	78
Female	101	99	98	2	77
Male	109	108	99	1	79
Asian	44	43	98	2	91
Hispanic or Latino	41	39	95	5	44
Two or More Races	24	24	100	0	79
White	91	91	100	0	86
English Learners	25	24	96	4	38
Socioeconomically Disadvantaged	26	24	92	8	46
Students with Disabilities	38	36	95	5	36

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge aReading/aMath Student Groups	FastBridge aReading/a Math Total Enrollment	FastBridge aReading/a Math Number Tested	FastBridge aReading/a Math Percent Tested	FastBridge aReading/a Math Percent Not Tested	FastBridge aReading/a Math Percent At or Above Grade Level
All Students	208	206	99	1	79
Female	101	101	100	0	76
Male	107	105	98	2	81
Asian	44	43	98	2	91
Hispanic or Latino	39	39	100	0	44
Two or More Races	24	24	100	0	88
White	91	90	99	1	87
English Learners	25	25	100	0	48
Socioeconomically Disadvantaged	26	26	100	0	38
Students with Disabilities	37	36	97	3	56

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	NT	NT	NT	NT
<b>Female</b>	27	NT	NT	NT	NT
<b>Male</b>	29	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	20	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	12	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Home and school collaboration and connection are highly valued at our school. Goal-setting conferences (grades TK-5), Project Cornerstone, Art Vista, classroom volunteers, and event coordinators/supporters bring families into partnership with the school. The administration conducts informal meetings such as principal coffees as well as formal meetings such as English Language Advisory Committee, and School Site Council multiple 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 Monster Boogie Bash, Family Dance, Starlight Auction, Family Code Night, STEAM Night, Walk-a-Thon, field trips, and dining out events. Parents help in our classrooms as Arts Vista and Project Cornerstone docents and the Makerspace. 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 provide additional times for the community to participate in our programs.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	438	14	3.2
Female	218	211	4	1.9
Male	234	227	10	4.4
American Indian or Alaska Native	1	1	0	0.0
Asian	80	78	1	1.3
Black or African American	5	5	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	103	96	6	6.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	55	55	2	3.6
White	193	188	5	2.7
English Learners	56	55	5	9.1
Foster Youth	3	0	0	0.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	77	70	5	7.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	76	4	5.3

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.37	0.00	1.52	0.40	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.11	1.19	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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 around 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 lockdown drill once a year. In addition, the staff is trained and following all COVID-19 safety measures. Cambrian works with other agencies to provide a safe environment, which promotes learning. In addition, the school is proactive and responsive to medically sensitive issues, such as peanut allergies and students with diabetes. Our school district nurse trains staff on how to manage health situations. For more details, please see our Comprehensive School Safety Plan at <https://www.cambriansd.org/domain/651>. Fammatre's Comprehensive School Safety Plan is updated, presented at a public hearing, and approved by our Governing Board annually in the spring. The School Site Council reviewed the SSP and approved in on January 25, 2021.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	2	4	
1	24		3	
2	25		4	
3	26		3	
4	28		3	
5	23	1	2	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	1	3	
1	23		4	
2	33		2	1
3	28		4	
4	24	1	2	
5	24	1	2	
6				
Other	9	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	2	
1	18	1	2	
2	31	1	1	1
3	22	1	2	
4	27		3	
5	29		2	
6				
Other	11	2		

## 2020-21 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	



## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,198	\$48	\$6,150	\$91,113
District	N/A	N/A	\$4,448	
Percent Difference - School Site and District	N/A	N/A	32.1	6.2
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-31.4	23.0

## 2020-21 Types of Services Funded

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>		\$47,265
<b>Mid-Range Teacher Salary</b>		\$69,813
<b>Highest Teacher Salary</b>		\$91,237
<b>Average Principal Salary (Elementary)</b>		\$113,466
<b>Average Principal Salary (Middle)</b>		\$115,186
<b>Average Principal Salary (High)</b>		\$0
<b>Superintendent Salary</b>		\$131,359
<b>Percent of Budget for Teacher Salaries</b>	37%	30%
<b>Percent of Budget for Administrative Salaries</b>	7%	7%

## Professional Development

District-wide staff professional development opportunities 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:

- Distance Learning digital tools and teaching strategies (necessitated by COVID-19 school shut down and transition to Distance Learning)
- TK-8 Articulation Days: 5 Teacher Inservice Days plus 3 two hour district-wide PD sessions provided
- English Language Arts/Reading/Math Screener assessment administration and data analysis
- Weekly District/Site/Grade Level Collaboration Time (Early Release Days)
- Interpreting student performance data from learning systems to inform instruction and measure student progress
- Safety Care Behavior Intervention & Support Training

Staff development is designed in our primary areas of focus: English Language Arts Curriculum implementation, English Learner instruction, 21st Century teaching, and mathematical practices. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have 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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5