

Sartorette 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	Sartorette Elementary School
Street	3850 Woodford Dr.
City, State, Zip	San Jose, CA 95124-3736
Phone Number	(408) 264-4380
Principal	Debbie Stein
Email Address	steind@cambriansd.com
Website	https://www.cambriansd.org/Domain/12
County-District-School (CDS) Code	43693856046494

Entity	Contact Information
District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Carrie Andrews
Email Address	andrewsc@cambriansd.com
Website	www.cambriansd.org

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

Twice selected as a California Distinguished School, Sartorette has earned its long-standing reputation as a close knit community where every student is known and cared for within an outstanding learning environment that addresses the needs of the whole child. Staff intellectually challenges and enriches the lives of our students, both during the school day and with extended-day programs. We are a rare school in that we provide both a weekly motor skills program and weekly physical education program. Our Art Vistas program provides art lessons throughout the school year and students receive music instruction weekly from a credentialed music teacher. Our garden provides a hands-on living lab for our students, and our MakerSpace and Science Lab allow them to further explore STEM opportunities. Students have access to a well-integrated technology infrastructure with laptops and iPads to enhance their learning. Our new library (opening in August) will feature up-to-date literature, access to technology, and multi-use space for learning and collaboration. Now in its seventh year, our Positive Behavioral Intervention Supports (PBIS) program establishes social and behavioral support to ensure a positive learning environment exists for all students. We further promote the well-being of the whole child with social emotional curriculum, and a supportive parent community as well. Sartorette is a place where young children grow and thrive, both academically and socially as students are nurtured in an equitable, collaborative environment of high expectations. They are empowered advocates of their own learning, critical thinkers, and academic and social-emotional citizens of character on target to lead independent lives as healthy, innovative communicators, collaborators, problem solvers, and contributors to the global community.

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	78
Grade 2	67
Grade 3	67
Grade 4	76
Grade 5	76
Total Enrollment	431

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	21.8
Filipino	0.7
Hispanic or Latino	28.8
White	31.3
Two or More Races	14.4
Socioeconomically Disadvantaged	26.5
English Learners	19.3
Students with Disabilities	14.6
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	24	19	157
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: 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	K-5: Eureka Math: 2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The schools are situated on sites of 10 acres or more with classroom size at least 960 square feet in dimension. Each school has a separate staff room with adult restrooms and kitchenette facilities. Playscapes have been replaced and upgraded to code over the past several years at the elementary school sites.

Suitability of the facility as a learning environment including, but not limited to, cleanliness; building condition; lighting, heating, and cooling systems; noise negation; condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Sartorette Elementary School is well maintained by staff of custodians who are assigned to the school with 8 hr shifts. They provide cleanliness and support of the facility in many ways. They are supplemented by the district staff who regularly assist in building maintenance. They assure jobs are completed in a timely manner through an automated work order system. Sartortte School's renovation is completed. This includes new cabinets, carpet, floor tile, blinds and paint in each of the classrooms. Other improvements include new water pipes, an expanded school office, new landscaping and improvements to the multi-purpose room. In 2015, new perimeter fencing was installed. Soar arrays were added in 2015 to meet 85% of the schools electrical needs.

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: 1/21/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Wing B: Drinking fountains showing signs of age.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Wing A: Blacktop has some slope issues that will be addressed.
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)	55	49	67	66	50	50
Mathematics (grades 3-8 and 11)	54	53	63	64	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	216	214	99.07	0.93	48.60
Male	110	110	100.00	0.00	41.82
Female	106	104	98.11	1.89	55.77
Black or African American	--	--	--	--	--
Asian	38	38	100.00	0.00	63.16
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	32.84
White	78	77	98.72	1.28	48.05
Two or More Races	28	28	100.00	0.00	67.86
Socioeconomically Disadvantaged	66	65	98.48	1.52	30.77
English Learners	61	60	98.36	1.64	43.33
Students with Disabilities	39	39	100.00	0.00	23.08
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	216	215	99.54	0.46	53.49
Male	110	110	100.00	0.00	54.55
Female	106	105	99.06	0.94	52.38
Black or African American	--	--	--	--	--
Asian	38	38	100.00	0.00	71.05
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	29.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	78	77	98.72	1.28	55.84
Two or More Races	28	28	100.00	0.00	78.57
Socioeconomically Disadvantaged	66	66	100.00	0.00	30.30
English Learners	61	61	100.00	0.00	47.54
Students with Disabilities	39	39	100.00	0.00	25.64
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	33.8	18.2	2.6

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)

The Home and School Club brings parents, students, and our community together for a variety of activities. For example, these include the Monster Bash, Art Show, Field Day, movie nights, family STEM events, and family dining-out events. Several clubs are active at school, including the Girl Scouts, Boy Scouts, and Girls on the Run. Our Back To School and Open House evenings are well attended. We have a high attendance rate for fall parent/teacher conferences. Volunteers help in our classes as Arts Vista instructors, reading/math tutors, Motor Skills assistants, maker-space, running/jogging club managers and supervisors for our students in the garden. Our instrumental and vocal music programs provide additional opportunities for parents and community members to join us for student performances. Our Home and School Club supports our students and teachers in a myriad of ways, including raising funds to support assemblies, Motor Skills, field trips, library and more. Plus, we are always open to parents who want to get involved in ways that extend learning opportunities for students and their families.

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	1.0	1.7	0.9	1.4	2.2	1.5	3.6	3.5	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 2019-20)

Cambrian is a small district with history of providing a safe learning environment. Our Safety Plans are annually updated in collaboration with the community and local law enforcement representatives. We participate, drill, and practice emergency responses, including run-hide-defend, earthquake, and fire drills. Our local fire and police departments regularly visit our campus to check on fire and traffic safety. We work with consultant Incident Command System (ICS) to guide us on all emergency-response practices.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		3		20	1	4		21	1	3	
1	25		2		22		3		23		3	
2	25		3		24		2		24		2	
3	28		2		20	1	4		25		3	
4	27		2		27		2		21	1	2	
5	28		3		23	1	3		24	1	3	
Other**	8	2										

*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*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.
Resource Specialist (non-teaching)	1.
Other	

*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	\$6,155	\$92	\$6,247	\$95,813

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$4,316	\$84,472.00
Percent Difference - School Site and District	N/A	N/A	36.6	12.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-18.3	21.0

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)

- After School Homework Center (before/after school tutorials)
- Response to Intervention: tier 2 reading and math intervention
- Art Vista Coordinator
- Music (includes band and choir)
- Technology
- Library
- Science Lab (4th and 5th grade)
- PE (K-5th motor skills)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,518	\$49,378
Mid-Range Teacher Salary	\$82,018	\$77,190
Highest Teacher Salary	\$102,547	\$96,607
Average Principal Salary (Elementary)	\$119,872	\$122,074
Average Principal Salary (Middle)	\$141,034	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$203,332	\$189,346
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	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	5	5	5

District-wide staff professional development is reflective of students, staff, school, and district's goals and needs. Professional learning activities are design 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:

- Grade-level data teams
- K-8 articulation days (teacher inservice days)
- District/site/grade level collaboration time (early release days)

Staff development is designed in our primary areas of focus: Common Core math and ELA instructional strategies, English-learner instructional strategies using ELD standards, questioning for critical thinking, and mathematical understanding and problem solving. 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, language arts, social-emotional learning), specific time is dedicated to staff development to ensure the even and effective implementation of the program.