

Fammatre Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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	Ms. Samantha Haley
Email Address	haleys@cambriansd.com
School Website	https://fammatre.cambriansd.org/
Grade Span	K-5
County-District-School (CDS) Code	43693856046445

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 482 students in grades TK -5. Additionally, we have three special day programs on our campus serving students in TK 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	63
Kindergarten	69
Grade 1	51
Grade 2	59
Grade 3	72
Grade 4	83
Grade 5	84
Total Enrollment	482

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	14.7
Black or African American	0.4
Filipino	2.3
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.2
White	32
English Learners	14.9
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	23
Students with Disabilities	14.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.9	91.66	129.3	90.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.6	1.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	0.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	1.51	11953.1	4.28
Unknown/Incomplete/NA	2	8.34	8.1	5.69	15831.9	5.67
Total Teaching Positions	23.9	100	143.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.2	95.29	122.6	91.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	1.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.74	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	1.61	11746.9	4.23
Unknown/Incomplete/NA	1	4.71	6.7	4.99	14303.8	5.15
Total Teaching Positions	21.2	100	134.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	90.72	129.2	90.69	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.32	0.5	0.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	4.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	0.93	12112.8	4.34
Unknown/Incomplete/NA	1.5	6.96	5.4	3.81	13705.8	4.91
Total Teaching Positions	21.5	100	142.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2025

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

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

School Facility Conditions and Planned Improvements

Fammatre has a separate staff room with adult restrooms and kitchenette facilities. Common areas for students to enjoy during breaks 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 2024, a new playground that accessible to all was installed over the summer. Our students are thrilled to have the new equipment. Over the summer in 2023 Measure R funds were used to replace gas lines and to upgrade and replace the classroom HVAC units. Over the spring and summer of 2024, new 5 new modular classrooms were added to our site, HVAC units were replaced in common areas and shared spaces, and the front landscaping of our school was replaced with waterwise landscaping and hardscape. During the 2025 school year, renovations of existing classrooms will commence.

Year and month of the most recent FIT report: 1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced gas lines and classroom HVAC systems. Additional HVAC replacements in common

School Facility Conditions and Planned Improvements

			areas completed summer 2024. Centralized control of all site HVAC systems also completed summer 2024
Interior: Interior Surfaces	X		As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks and faucets will be installed summer of 2024. All classroom, except portables, received new lower and upper tinted windows/frames and black-out motorized blinds
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
Electrical	X		Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar panel system to receive further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding will be used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site are currently in process and scheduled to be completed June, 2024, as part of Measure R.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Upgrades included increasing the number of touchless toilets/faucets, summer of 2024. Ongoing replacement of older backflow preventers and standardizing all fixtures.
Safety: Fire Safety, Hazardous Materials	X		Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District properly disposes of old paint by turning it in to a certified paint collection centers.
Structural: Structural Damage, Roofs	X		There exist no known structural damages. Roofs are in overall good shape with few minor leaks. Substantial roofing replacement will possibly need to occur over the next five years. Eaves were inspected and are currently under repair where necessary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Beginning summer of 2024, Measure R funding provided upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and

School Facility Conditions and Planned Improvements

			<p>the placement of the most water efficient sprinkler heads. Eliminated 5K sq. ft. unused lawn space at front of school and installed pavers and incorporated drought tolerant landscaping. In April 2023, the District replaced all gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff oversaw the installation of at least one new playground upgrades at per sites. The feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible.</p>
--	--	--	---

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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	54	65	68	47	48
Mathematics (grades 3-8 and 11)	51	53	61	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	241	97.18	2.82	53.53
Female	114	113	99.12	0.88	53.98
Male	134	128	95.52	4.48	53.13
American Indian or Alaska Native	--	--	--	--	--
Asian	36	35	97.22	2.78	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	25.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	66.67
White	81	79	97.53	2.47	68.35
English Learners	39	35	89.74	10.26	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	28.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	28.21

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	244	98.39	1.61	53.28
Female	114	113	99.12	0.88	50.44
Male	134	131	97.76	2.24	55.73
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	80.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	92	97.87	2.13	22.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	70.37
White	81	80	98.77	1.23	70.00
English Learners	39	38	97.44	2.56	23.68
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	27.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	17.95

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.55	41.86	67.19	75.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	41.86
Female	36	36	100.00	0.00	36.11
Male	51	50	98.04	1.96	46.00
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	66.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	46.88
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	21.43

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	93	92	97	92

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.

2025-26 Opportunities for Parental Involvement

Home-school collaboration is a central value at our school, and we work intentionally to build strong partnerships with our families. Teachers and families engage in goal-setting conferences (TK-5), and parents participate in a wide variety of volunteer opportunities that support both classroom learning and schoolwide initiatives. These include:

- Project Cornerstone classroom volunteers
- Event coordinators and event support
- Classroom art volunteers and Makerspace helpers

To ensure ongoing communication, we collect parent feedback through surveys distributed throughout the year and offer multiple opportunities for families to engage in dialogue with school leadership. These include:

- Principal Coffees (informal conversations)
- English Language Advisory Committee (ELAC) meetings
- School Site Council meetings

Throughout the year, the Fammatre staff hosts engaging family-learning events that strengthen connections between home and school, such as:

- Two Literacy Nights
- A Math Night
- A Social Emotional Learning Night

Our Home and School Club plays a vital role in building community by coordinating events that bring families together and support school programs, including:

- Monster Boogie Bash
- Family Dance
- Starlight Auction
- Family Code Night
- STEAM Night
- Walk-a-Thon
- Field trips
- Dining-out fundraisers

Parents also enrich our school through classroom involvement and after-school support. A parent volunteer coordinates a wide range of after-school enrichment opportunities, such as:

- Valley Sports
- Brickz
- Buckateers
- Ballet Folklorico
- Coding
- Cartooning
- Additional enrichment programs

The school community also comes together during Back-to-School Night, Open House, and various evening assemblies. Additionally, our music performances and annual Art Show provide meaningful opportunities for families to celebrate student learning and connect with the broader school community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	493	38	7.7
Female	241	238	23	9.7
Male	257	255	15	5.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	75	75	2	2.7
Black or African American	--	--	--	--
Filipino	11	11	2	18.2
Hispanic or Latino	187	184	26	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	60	2	3.3
White	155	155	4	2.6
English Learners	83	83	4	4.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	138	135	24	17.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	9	11.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.42	1.26	1.61	2.56	2.06	1.93	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0.00
Female	0.41	0.00
Male	2.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.67	0.00
Black or African American	0.00	0.00
Filipino	9.09	0.00
Hispanic or Latino	2.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.65	0.00
English Learners	3.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.32	0.00

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

2025-26 School Safety Plan

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism 7.7% a year; suspensions have increased to 1.6% 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 December 18, 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK			0	0
K	22	0	4	0
1	24	0	3	0
2	24	0	3	0
3	24	0	3	0
4	22	1	2	0
5	23	1	2	0
6	0	0	0	0
Other	10	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK			0	0
K	18	1	2	0
1	23	1	2	0
2	25	0	3	0
3	19	1	3	0
4	20	1	3	0
5	20	1	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19.3	3	0	0
K	19	1	2	
1	20	3		
2	23		3	
3	27		3	
4	21	1	3	
5	21	1	3	

2024-25 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	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,960	\$1,459	\$9,501	\$105,860
District	N/A	N/A	\$9,236	\$106,794
Percent Difference - School Site and District	N/A	N/A	2.8	4.6
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-12.5	28.5

Fiscal Year 2024-25 Types of Services Funded

After School Second Language Intervention
 Support personnel for Intervention Support Specialist, Kinder, and first-grade support.
 PBIS
 Kinder, First and Second Grade English Language Arts paraeducators.
 Makerspace
 Secondary Curriculum S
 Professional Development
 Parent Liason for Spanish-Speaking Families.

State and federal funding also supported the following special programs districtwide.

- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$74,690	\$55,248
Mid-Range Teacher Salary	\$104,682	\$80,746
Highest Teacher Salary	\$132,498	\$109,655
Average Principal Salary (Elementary)	\$167,797	\$133,828
Average Principal Salary (Middle)	\$183,035	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$277,711	\$155,954
Percent of Budget for Teacher Salaries	34.6%	25.26%
Percent of Budget for Administrative Salaries	7.26%	6.12%

Professional Development

District-wide staff professional development opportunities reflect students, staff, school, and district goals and staff-based needs surveys. 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:

- Recalibrating to Benchmark Curriculum's new approach.
- TK-8 Articulation Days: 5 Teacher Inservice Days plus 3 two-hour district-wide PD sessions provided
- PLC sessions to review and reflect on student data and staff response.
- Weekly District/Site/Grade Level Collaboration Time (Early Release Days)
- Safety Care Behavior Intervention & Support Training
- Social-emotional well-being for students and staff.
- Trauma-Informed instruction
- Utilizing the new NGSS FOSS Science Curriculum.
- Building Equity in our Educational Systems
- Becoming experts in Restorative Practices through training and observation.

Moving forward in addition to the Cambrian School District provided PD, Fammatre will continue our trainings in UDL through a RIGOR Book Study, ELD instructional strategies, during Staff Collaboration time. Separately, Project-Based Learning through an emphasis on Project Lead the Way expansion to all grade levels is happening outside of school time.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5