

FAMMATRE
FALCONS



Fammatre Elementary School | LCAP 2021-2024



Fammatre at a Glance

We have a total of 453 students attending Fammatre this year.

35 % Hispanic

34% White

16% Two or More

14% Asian

1% Black or African American

.4% Native American

.4% Native Hawaiian

25% of our students are considered Socio-Economically Disadvantaged

14% of our students are declared English Learners.

12% of our students have IEPs

Fammatre was identified as a Title 1 School this year.



Goal 1 High Academic Achievement

2022 SBAC ELA School Wide 67% Met or the Exceeded Standard

3rd Grade Overall/Hispanic Students

Earned 3 or 4	Earned a 2	Earned a 1
57%/28%	23%/28%	21%/44%

4th Grade Overall/Hispanic Students

Earned 3 or 4	Earned a 2	Earned a 1
69%/42%	10%/14%	21%/43%

2022 SBAC Math School Wide 65% Met or Exceeded the Standard

3rd Grade Overall/Hispanic Students

Earned 3 or 4	Earned a 2	Earned a 1
66%/28%	19%/33%	15%/39%

4th Grade Overall/Hispanic Students

Earned 3 or 4	Earned a 2	Earned a 1
64%/28%	19%/21	16%/50%



Historical Data of SBAC Data

Annual Comparison of Percentage of Students that Met or Exceeded Standard

	2016	2017	2018	2019	2022
District Overall	52%	56%	63%	64%	60%
Fammatre Math	48%	45%	58%	65%	65%
District Overall	67%	66%	67%	67%	69%
Fammatre ELA	60%	47%	50%	58%	67%

Goal 1 continued

2023 Spring Fastbridge

Early Reading, Kindergarten and First Grade Overall/**Hispanic**

Low Risk	Some Risk	High Risk
46%/ 24%	26%/ 33%	27%/ 44%

aReading, Second Grade and Third Grade

On or Above/Low Risk	Some Risk	High Risk
68%/ 49%	18%/ 28%	14%/ 23%

aReading, Fourth Grade and Fifth Grade

On or Above/Low Risk	Some Risk	High Risk
73%/ 42%	11%/ 22%	16%/ 36%

2023 Spring Fastbridge

Early Math Kindergarten and First Grade Overall/**Hispanic**

Low Risk	Some Risk	High Risk
65%/ 45%	16%/ 23%	18%/ 30%

aMath, Second Grade and Third Grade

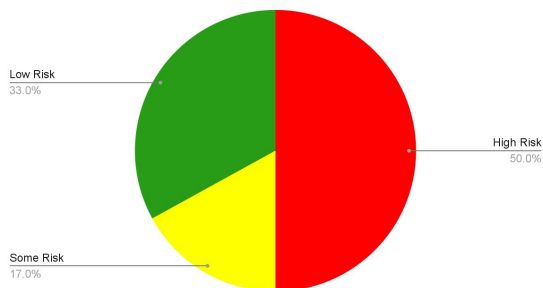
On or Above/Low Risk	Some Risk	High Risk
74%/ 53%	14%/ 19%	12%/ 28%

aMath, Fourth Grade and Fifth Grade

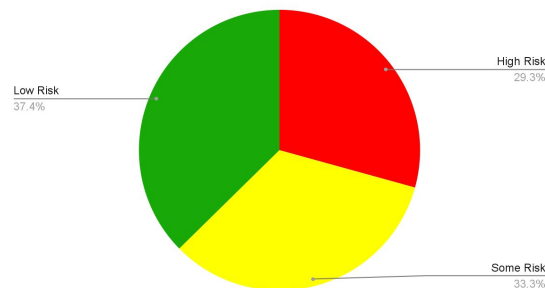
On or Above/Low Risk	Some Risk	High Risk
76%/ 36%	13%/ 26%	11%/ 38%

Spring 2022 Kindergarten - Spring 2023 First Grade

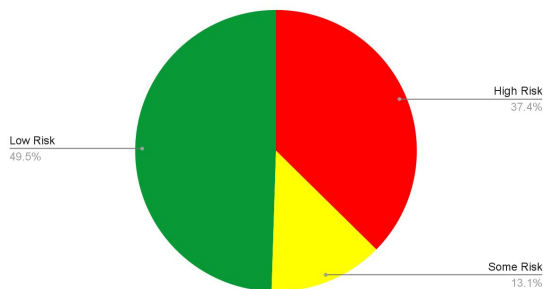
Spring 2022 Fastbridge Early Reading, Kindergarten



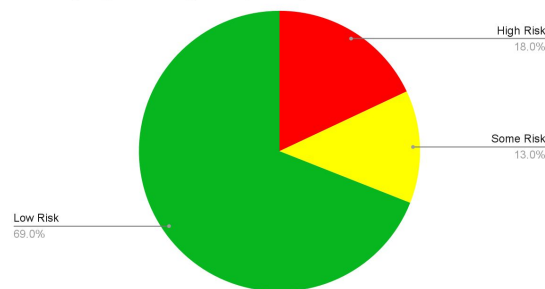
Spring 2023 Fastbridge aReading, First Grade



Spring 2022 Fastbridge Early Math, Kindergarten

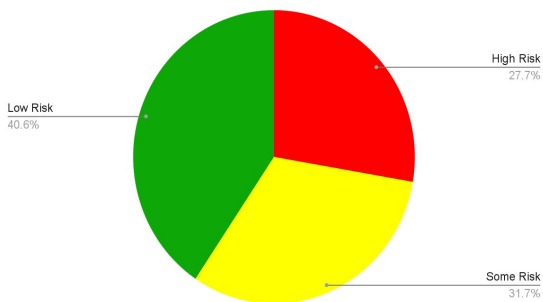


2023 Spring Fastbridge Early Math, First Grade

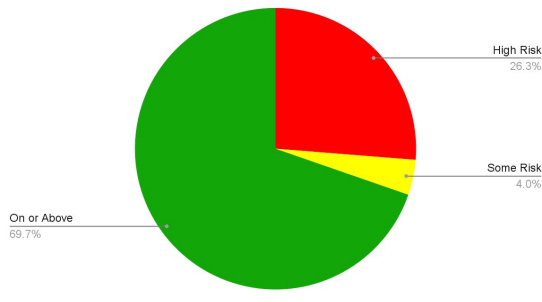


Spring 2022 First Grade - Spring 2023 Second Grade

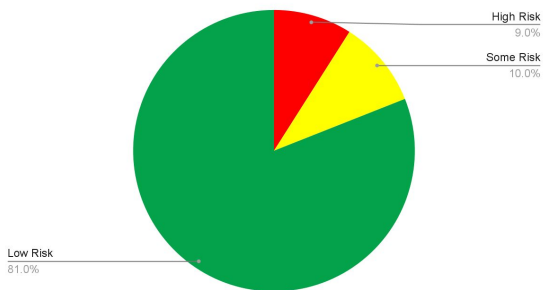
Spring 2022 Fastbridge Early Reading, First Grade



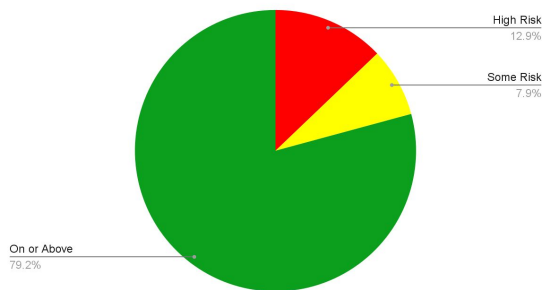
Spring 2023 Fastbridge aReading, Second Grade



Spring 2022 Fastbridge Early Math, First Grade



2023 Spring Fastbridge aMath, Second Grade



Interventions

Reading Interventions: Grades 1-4, 33 students so far, **36% have exited** based on achievement criteria. 9 New high risk first grade students have just been added of a mini phonics intervention.

Benchmark Hello: 6 EL students have been attending before school sessions since January. Will continue through Mid-May.

Do the Math: After school Math Intervention. Five third grade students targeted since February. Will end sessions mid-May.

Summer Acceleration Academy: Fammatre staff has worked hard to ensure all eligible students families have received phone calls encouraging families to send their children. We have also offered assistance with the online forms for those that need it.



Goal 2: Effective Leadership, Teaching, and Learning

PLCs

- Next year, with the support of an Instructional Specialist, we will continue with our PLCs and extend our data conversations into our weekly Wednesday Staff and/or Grade Level meetings.
- Staff will work together to create additional data points through Formative Assessment to ensure all grade level students are learning concepts and plan interventions accordingly.

Support Staff

- Support staff will be leveraged to better support differentiated small group instruction to meet students at their levels and stretch their skills. Additional staff will be added as needed.
- Math Intervention to happen during the school day.
- Expand our 1 English Language Development morning group to at least 2 groups from the start of the school year to bolster school experiences for these students.

Teacher Efficacy

- Working together collaboratively towards the same goal. Sharing ideas and relying on each other for support. To support this we will have opportunities for teachers to observe each other.

GLAD

- Hip Pocket Strategies and Cognitive Content Dictionaries will be the focus next year. We will also have Learning Logs for students that are English Learners.

Instructional Specialist

- Work with grade level teams to delve deeper into our curriculum and Tier 1 interventions. Continue coaching with data analysis. Support Tier 2 interventions and work with teachers on differentiation in the classroom.

Hands on Learning

- Opportunities in and out of the classroom to expand book learning into tangible experiences.

The Extras Matter

Music



Garden



Makerspace



Student Experiences

Student Climate Survey Results

Always or Often

1.	I like school.	71%	-9
2.	I feel like I do well in school.	78%	-5
3.	My school wants me to do well.	96%	
4.	My school has clear rules for behavior.	91%	-1
5.	Teachers treat me with respect.	86%	-5
6.	Good behavior is noticed at my school.	69%	-10
7.	I get along with other students.	87%	+2
8.	I feel safe at school, on campus.	86%	+2
9.	Students treat each other well.	83%	-1
10.	There is an adult at my school that will help if I need it.	82%	

Given the nature of the scores, follow up surveys will be done to better understand how to improve the relationship between the school and the students.



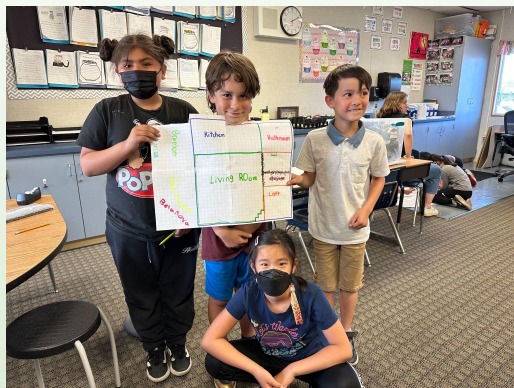
Goal 3: Positive School Environment, Climate and Culture

Parent Engagement Survey

- We have continued to receive positive responses overall. Areas for growth are: offering more parent meetings at various times, more frequent updates of student performance, and helping families to connect with outside services.
- To be more successful with communication this year, we have utilized flyers as back-up communication for some events. All teachers send home a weekly newsletter. The school sends out a weekly newsletter. Both the teacher and school newsletters are easily retrievable on the school website. Our Home and School Club have created a website to keep up to date information for our schools community activities.
- In response to last year's survey, we held a Multicultural Festival this spring. We also increased our Makerspace offerings, continued to offer Starting Arts Theater Arts, and opened up our campus to before school.

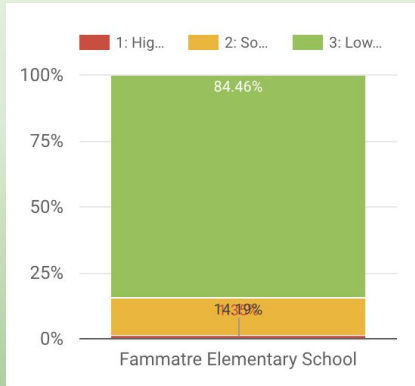


New and Old, PBL, Cardboard Day, Starting Arts Theater Arts, Garden Tasting and the Little Mermaid!

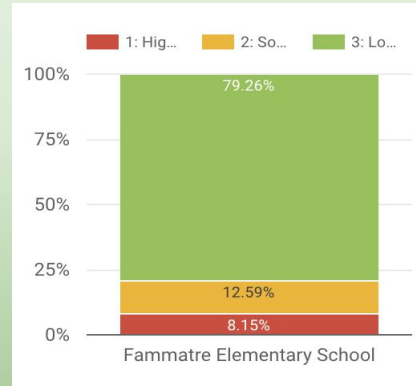


SAEBRS and SWIS Data for 2022 -2023 School Year

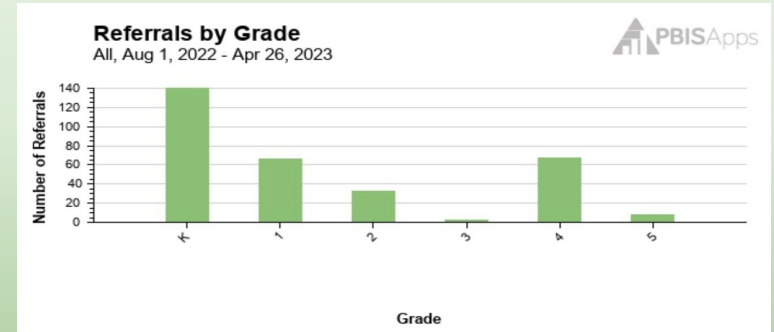
Student Survey Third - Fifth Grade



Teacher Survey K-2nd Grade



Kinder has the highest number of referrals. Kinder and first grade were also the highest number of referrals last year as well.



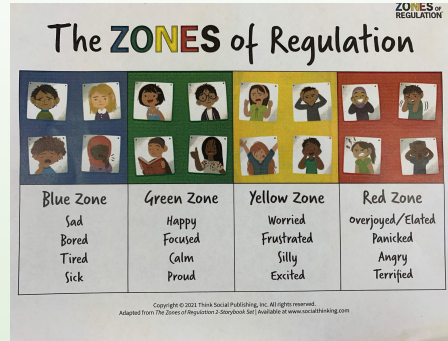
58% of Kindergarten's 140 referrals were to four students. All students have had plans put in place to support the students. Plans are being made to create more structure for supporting students during lunch, the time of day with the highest offenses.

How we address:

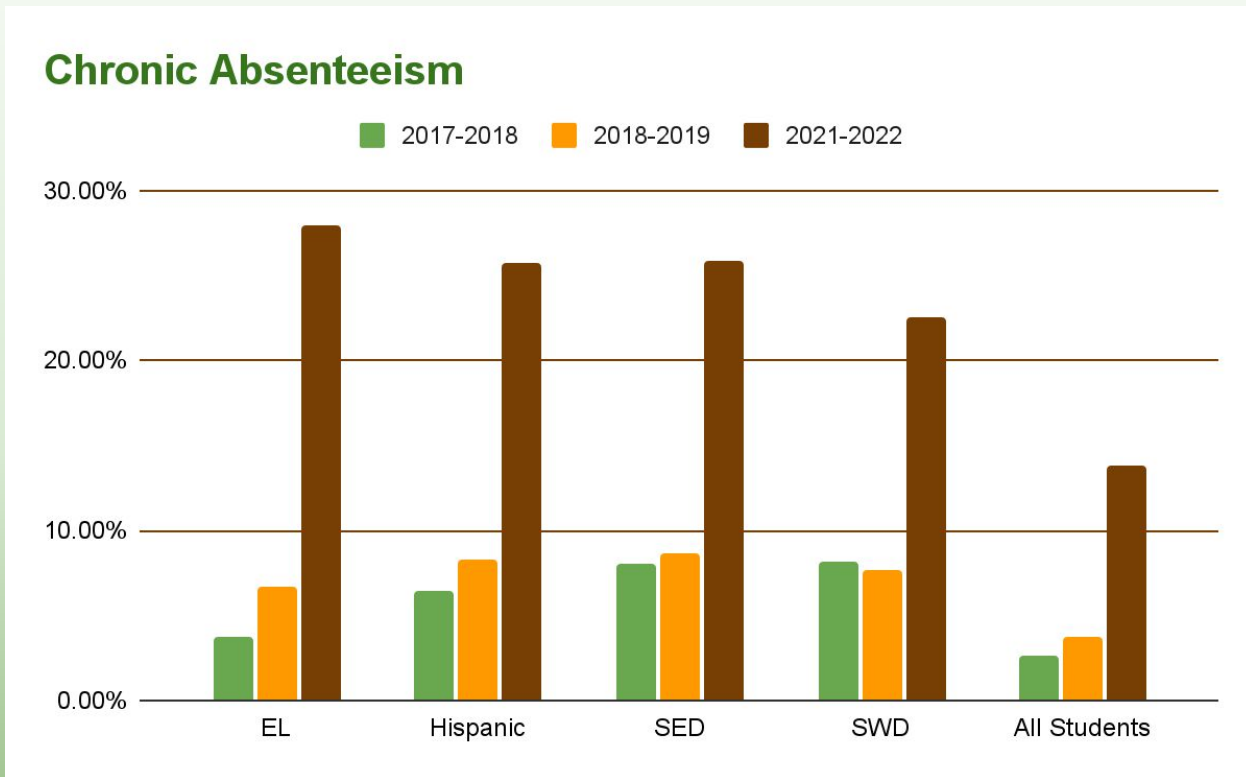
Nugent Counseling: We recently had another day of counseling added to our site. We are currently brainstorming ways to best utilize this support.

Behavioral Therapist Support: For extreme cases.

PBIS Activities: Rewards when we reach collective goals, Poster Making, Token Tower, Utilizing Zones of Regulation, Falcon of the Month, Breathing exercises, Project Cornerstone, and Fammatre's Four Be's.



Additional Targeted Support and Improvement





Field Trip

**Business as usual
and more!**



STEAM Night



Multicultural Fair



Movement Break



Walden West

How Fammatre would like to improve:

- Data indicates a need for more EL interventions. We will be more diligent with out Tier 1 ELD instruction and increase our before and after school interventions. (Goals 1 and 2)
- Based on the data collected during our school Climate Survey, we will use more Visible Learning Strategies to increase student's successes. (Goals 1 and 2)
- Increase Student Driven Activities by expanding PBLs at our school. (Goals 2 and 3)
- Highlight student work for community: such as student blog on school website (Goals 3 and 4)
- Start and maintain Fammatre Spanish Community Nights (Goal 4)
- Increase Principal Talks (Goal 4)
- Expand Parent education nights to include Math and Social- Emotional topics (Goal 4)
- Hold more cross grade level collaboration meetings with guided questions. (Goals 1 and 2)

Goal 1: High Student Achievement

Expenditures	Cost	Source
Instructional Aide K-2	55,000	Supplemental
Intervention Support Specialists	65,000	Supplemental
Makerspace	35,000	HSC
Licensing Agreement	10,000	Supplemental
Instructional Supplies	40,000	Base

Goal 3: Positive School Climate Environment and Culture

Expenditures	Cost	Source
PBIS	1000	Base
PBL Training	10,000	Base/Supplemental
Nugent Counseling	20000	Base
Valley Sports	10,000	Supplemental

Goal 2: Effective Leadership, Teaching, and Learning

Expenditures	Cost	Source
Substitutes- discretionary	10,000	Base
Conferences	15,000	Base and supplemental
Trainings	10,000	Supplemental and Base
Instructional Supplies	40,000	Supplemental

Goal 4: Parent and Community

Expenditures	Cost	Source
Supplies for Parent Ed Nights	3000	Base
Parent Education Nights	5000	Base
Project Cornerstone	1000	Supplemental

2023-24 Estimated Expenditures