

MATTOS ELEMENTARY SCHOOL

37944 Farwell Drive • Fremont, CA 94536-7008 • (510) 793-1359 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

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Associate Superintendent

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**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

John G. Mattos Elementary is located in a well-established residential area in the Centerville District of Fremont in the Glenmoor neighborhood. As with many neighborhoods, the demographics have changed over the years. Although many original home owners still live in the area, others are selling, and new, younger families with children are moving in. Many of our students have come to our school by choice from throughout Fremont. Mattos Elementary School is, and has been for many years, a welcoming, nurturing community of educators, parents, neighbors, and students. Mattos has been home to special programs such as Science Magnet, Special Day, and Inclusion Classes. We are currently the only California Gold Ribbon Award Science Magnet elementary school in the district. We can serve Fremont students who are interested in participating in a science-enriched curriculum. Most of our instruction is integrated with science. Every student participates in a year-long Grade Level Science Project. Our parent volunteers bring additional Science labs in to the classroom through our partnership with Math and Science Nucleus. We attend an annual week-long fifth grade Outdoor Science Camp to allow students to experience science in nature. At school gardening projects and other classroom and school wide science events occur. As of the 2019-20 school year, our school serves students in kindergarten through fifth grade, as our sixth graders moved to Walters Middle School. This year we have approximately 488 students, and about 75 of them are participating Inclusion Classes K-2 full time and Integrated Learning Classes as well as Special Day Classes for students with mild to moderate learning disabilities in grades 3-5. Currently, 18 percent of our students have Individualized Education Programs (IEPs), and approximately 19.7 percent of our students are English Learners, and this number is growing annually. Eighty percent of our students' parents attended college, and about 14 percent of students come from low-income families. Students are offered opportunities to be contributing members of the school community through leadership, service, and teamwork. Students are recognized for their achievements and contributions, and they take pride in their school and neighboring community. We sponsor many service-learning projects through the year, including coin drives and disaster relief efforts. We have an exceptionally hard working PTA, and they contribute to many of our programs, including our Science Docents, Community Coffees, Fundraisers, and Festivals. Our PTA also sponsors community-building events throughout the year.

Students can transfer into the Science Magnet Program using the intra-district transfer procedure. Please visit our web site and our Science News link. Mattos Elementary is always warm and inviting, and we encourage you to visit our school. We are proud of our school and want to share it with you and your family. Our principal Susan Guerrero welcomes the entire community to participate in our Professional Learning Community. As a Professional Learning Community we have collaborated to create the following Mattos Mission and Vision:

Mattos Mission

Our students learn and achieve in a safe, inclusive, and positive environment.

Mattos Vision

We will develop a new generation of 21st Century design thinkers, innovative collaborators, and effective communicators who actively contribute to society.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	102
Grade 2	103
Grade 3	81
Grade 4	79
Grade 5	70
Grade 6	80
Total Enrollment	607

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	48.8
Filipino	3.8
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.2
White	19.3
Two or More Races	2.8
Socioeconomically Disadvantaged	18.8
English Learners	17.1
Students with Disabilities	17
Foster Youth	0.5
Homeless	0.2

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

For the School	17-18	18-19	19-20
With Full Credential	34	34	23
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The first wing of Mattos Elementary opened the Monday after Thanksgiving in 1959. The school was completed in 1961. In 1997, a modular building was brought in to house the new library/media center, the science lab, and one additional classroom. The primary and intermediate playgrounds were also replaced that year. In 2000, improved air-conditioning and heating systems were installed. The restrooms, office, and stage were made handicapped-accessible. The front office was improved, and the principal's office was relocated. In 2002, an additional kindergarten classroom was added. The latest improvements and construction is the state of the art two new Science labs as well as two new classrooms in 2015.

Mattos School was scheduled for closure several years ago and was not included in the current bond facilities projects. Like other Fremont schools, Mattos still has a need for more staff parking and office space. Our field out back has been reseeded and has a new irrigation system. During the summer of 2009, buildings were seismically retrofitted, some dry rot was removed from support beams, specific flooring and roofs were replaced, and restrooms and heating, ventilation and air-conditioning systems were upgraded to code. A new fire alarm system was installed throughout the school, which includes horns, strobes, and smoke detectors in every room. A new staff restroom was installed in our far wing.

Safety is a priority at Mattos and we all work to make our campus safe. District maintenance staff helps with the general maintenance and has replaced windows and improved outside lighting. Emergency and safety repairs are given the highest priority.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2019

System Inspected	Repair Status	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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Rooms 6-11: Rooms 6,7,8,9,10,11: Roof leaks. Rooms K-5: Rooms 1,2,4,5: Roof leaks. Kindergarten Playground: Needs new slide.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rooms K-5: Rooms 1,2,4,5: Roof leaks. Kindergarten Playground: Needs new slide.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	65	77	78	50	50
Math	59	60	73	74	38	39

Notes:

- 1) 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.
- 2) 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.9	36.2	24.6

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	305	99.35	64.59
Male	176	175	99.43	56.57
Female	131	130	99.24	75.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	123	122	99.19	77.87
Filipino	12	12	100.00	66.67
Hispanic or Latino	73	73	100.00	31.51
White	74	73	98.65	78.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	32.86
English Learners	82	82	100.00	46.34
Students with Disabilities	79	79	100.00	20.25
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	305	99.35	60.33
Male	176	175	99.43	57.71
Female	131	130	99.24	63.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	123	122	99.19	78.69
Filipino	12	12	100.00	50.00
Hispanic or Latino	73	73	100.00	27.40
White	74	73	98.65	65.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	25.71
English Learners	82	82	100.00	42.68
Students with Disabilities	79	79	100.00	18.99
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

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)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with the administration to help make financial decisions and monitor our programs and School Plan for Student Achievement (SPSA). Parents of English Language Learners can join our ELAC or English Language Advisory Committee to collaborate on improving English Language Development instruction and programs. Room parents organize parent volunteers to help with special projects in the classroom and chaperone field trips. The PTA recruits volunteers to help with their many projects and fund-raisers at our school. We ask all parents to attend Back-to-School Night in the fall and Open House/Science Fair in the spring. The Science Committee also recruits volunteers for Science Docents, Family Science Night, Astronomy Night, Technology Classes, and the Career Fair. New volunteers are always needed and appreciated. We always encourage parents to be active participants in their children's education. Teachers are always willing to meet with parents to discuss any concerns or requests.

If you would like to help out, contact your child's teacher or come to a PTA Meeting, which is held the second Tuesday of the month at 7 p.m. in the Staff Room next to the office. We also have our Science Committee Meetings on the second Monday of the month at 7 p.m. in the Staff Room.

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.

School Safety Plan

Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive an orange visitor or volunteer badge to wear while on campus.

The Mattos discipline policy and parking lot drop-off/pick-up rules are sent home to parents the first day of school. Periodic reminders are reviewed in our bi-weekly Mattos Messenger. We also have a Junior Safety Patrol Team, which assists students through our crossing guard and valet programs.

We revise our School Safety Plan annually; it was last revised and approved by the Mattos School Site Council in March 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice fire drills monthly and disaster drills four times a year, including two earthquake drills. The plan also includes action plans in the areas of school climate, culture, and physical environment. The Mattos team addresses important issues for health and safety that include training students and staff regarding diversity, gender issues awareness, and anti-bullying.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	1.1	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.8
Other	

Note: 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	22	1	4		23		4		23		4	
1	23		3		24		4		23		4	
2	24		3		24		3		24		4	
3	25	1	3		24	1	3		21	1	3	
4	27		3		22	1	3		22	1	2	
5	25	1	3		22	1	3		19	2	2	
6	25	1	3		23	1	3		23	1	3	
Other					12	1			12	1		

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7717	1726	5991	86530
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.7	-4.3
School Site/ State	-17.9	5.8

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.