

AZEVADA ELEMENTARY SCHOOL

39450 Royal Palm Drive • Fremont, CA 94538 • (510) 657-3900 • 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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School Description

Welcome to Azevada Elementary School! We are proud to be the home of the All Stars. We are also very proud to be the home of the only Mandarin Immersion program in the Fremont Unified School District. This School Accountability Report Card shares with the community our efforts to meet our district mission of ensuring that all students are college and career ready. Our goal is to provide each student with the essential skills to succeed in life as a kind, considerate, and successful adult.

Azevada Elementary School is now primarily a kindergarten through 5th grade school. Beginning in the 2019-20 school year, 6th grade students attend Walters Middle School. However, our Mandarin Immersion program continues to serve kindergarten through 6th grade.

As you read this report, what will emerge is the picture of a diverse school community whose coordinated efforts are focused on the personal, academic, and social development of all our students. This involves celebrating and enhancing our strengths, which include a competent, diverse, caring staff; a committed, involved parent community; a rigorous and stimulating curriculum; and energetic students who want to perform well. During the 2015-16 school year, Azevada was named as a California Gold Ribbon School. During the 2017-18 school year, Azevada received the California Distinguished School Award. We are very proud of both of these honors!

Our entire school site was modernized several years ago, and we believe we have one of the nicest facilities in the district. During the summer of 2015, a new building was erected on our school grounds which increased our school capacity by four new classrooms. All buildings have had seismic upgrades and are the safest possible structures. We also have a large playground and lawn area, providing our students with an expansive and safe play area. We regularly overhear comments that we have one of the best facilities and playground areas in the district!

Mission Statement:

At Azevada Elementary School, we help our students develop the skills necessary to succeed in a society that reaches far beyond the doors of our school and community. We challenge students to think deeply and apply critical thinking skills in their daily lives. We provide opportunities for them to achieve academically and socially in our diverse environment.

School Vision:

At Azevada Elementary School, we are developing a community of responsible students who respect cultural diversity and who are focused on the achievement of high academic standards.

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	105
Grade 1	97
Grade 2	96
Grade 3	97
Grade 4	75
Grade 5	107
Grade 6	73
Total Enrollment	650

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	60.5
Filipino	5.7
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.3
White	10.2
Two or More Races	4.6
Socioeconomically Disadvantaged	22.8
English Learners	18.8
Students with Disabilities	10
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	33	34	33
Without Full Credential	0	0	0
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)

Azevada Elementary was opened in 1965 with a new multipurpose building surrounded by 10 standard classrooms and an administrative office. In 1968, a new library/administrative office building and a second multi-use building, surrounded by 12 classrooms, were added. A school modernization project was completed in 2005. In 2014, two portable classrooms were added to the school environment due to an increase in student enrollment, and in Summer 2015, a new building was erected on our school grounds which increased our school capacity by four additional classrooms.

Our goal is to provide safe and clean facilities that support the instructional program. We are fortunate to have a large refurbished blacktop area, a large lawn area, a large lower grade play structure, and a new upper grade play structure (which was completed in Fall 2015). In addition, we have a full stage in our multipurpose room, a separate cafeteria building, and an outdoor amphitheater with seating and a stage area. A large library and a computer lab are also available and actively used by all students and staff.

A garden/beautification committee that includes staff, students, and community members maintains and improves the school grounds with the assistance of district personnel.

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: 10/9/2019

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	Fair	Pod 3, Room 17: Ballast out, Leaky Faucet Pod 4 (Rooms 18-20): Room 18: Ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Pod 3, Room 17: Ballast out, Leaky Faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Wing 2 (Rooms 3-6) Cafeteria: Kitchen: Roof Leak Wing 3 (Rooms 7-10): Room 8: Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	80	83	77	78	50	50
Math	79	80	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	11.9	23.9	41.3

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	336	333	99.11	82.88
Male	178	177	99.44	80.79
Female	158	156	98.73	85.26
Black or African American	--	--	--	--
Asian	188	186	98.94	90.32
Filipino	22	21	95.45	76.19
Hispanic or Latino	62	62	100.00	61.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	79.41
Two or More Races	23	23	100.00	95.65
Socioeconomically Disadvantaged	84	84	100.00	58.33
English Learners	106	106	100.00	74.53
Students with Disabilities	29	29	100.00	37.93
Students Receiving Migrant Education Services	--	--	--	--

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	336	333	99.11	79.58
Male	178	177	99.44	80.79
Female	158	156	98.73	78.21
Black or African American	--	--	--	--
Asian	188	186	98.94	93.01
Filipino	22	21	95.45	71.43
Hispanic or Latino	62	62	100.00	51.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	55.88
Two or More Races	23	23	100.00	91.30
Socioeconomically Disadvantaged	84	84	100.00	55.95
English Learners	106	106	100.00	73.58
Students with Disabilities	29	29	100.00	27.59
Students Receiving Migrant Education Services	--	--	--	--

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)

One of our school's strategies for success is to provide many opportunities for our parents to become involved in the education of their students. Because we understand the importance of parent involvement, Azevada encourages parents to make a variety of contributions toward the overall well-being of their children. Parent involvement activities, which take place throughout the school year and in the evening, are offered to encourage parent involvement in their child's education. We also have a very involved PTA and Chinese Immersion parent group (CIPCF), and the members of each group provide much-appreciated support to our students, our school, and our classrooms. Parents are encouraged and invited to join our many parent advisory groups including the School Site Council (SSC) and English Language Advisory Committee (ELAC). We also encourage parents and community members to become involved in the day-to-day functions and activities at our busy school. Please contact the school office to find out how you can become involved in the Azevada school community.

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

Azevada Elementary has a safety committee that has the primary responsibility of updating the School Safety/Disaster Plan once per year. The School Safety/Disaster Plan outlines procedures in the event of a natural disaster, such as earthquake or fire, and includes procedures for handling chemicals and hazardous materials, as well as strangers on campus. The School Safety/Disaster Plan is updated each school year, with the most recent revision completed in May 2019.

Practice drills are held on a regular basis. Practice fire drills are held once a month and practice disaster drills are held four times a year. Practice lockdown drills are often held several times per year. The staff reviews drills and procedures as part of regular monthly staff meetings. The PTA supports the School Safety/Disaster Plan and donates funds annually toward the purchase of emergency supplies and equipment.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.7	0.6
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)	5.2
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	21	1	4		21	1	4		21	1	4	
1	24		4		24		4		24		4	
2	24		4		23		4		23		4	
3	23	1	4		22	1	3		20	1	4	
4	21	1	3		26		4		24		3	
5	29		2		25		3		22	1	4	
6	23	1	3		30		2		24		3	
Other					9	2						

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	8144	1570	6574	87733
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	-15.5	-13.0
School Site/ State	-5.1	-2.9

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.