DURHAM ELEMENTARY

40292 Leslie Street • Fremont, CA 94538 • (510) 657-7080 • Grades K-6
Teresa Bonaccorsi, Principal
tbonaccorsi@fusdk12.net
www.fremont.k12.ca.us

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

Fremont Unified School District
4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
Assistant Superintendent, Instruction

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

School Description

Vision Statement:
At Durham Elementary, we are committed to the growth and success of every child. We envision our school as a safe, inclusive, nurturing, and rigorous educational environment where college and career readiness, life-long learning, social responsibility, and diversity are valued.

Mission Statement:
As a community we will work collaboratively to:
- Create a safe, inclusive, and respectful learning environment that embraces diversity.
- Encourage students to develop and actualize their potential.
- Provide a standards-based, engaging, and challenging curriculum that prepares students to move up through each grade level and flourish in middle school, high school, and college/career.
- Foster a passion for learning that broadens students' ability to adapt and meet the challenges of a diverse and rapidly changing world.
- Cultivate academic, social, and problem solving skills that empower students to become responsible citizens.

Durham is very proud to be a model school, well known for our ability to accelerate the academic performance of our students while providing a nurturing environment for learning. As of the 2019-20 school year, our school serves students in transitional kindergarten through fifth grade, as our sixth graders moved to Walters Middle School. Durham Elementary received both state and national recognition: California Distinguished School 2012 and National Blue Ribbon School 2012, California Title I Academic Achievement Award recipient in 2013 and 2016, Campaign for Business and Education Excellence (CBEE) Honor Roll 2014, 2015, and 2016 with additional citation for Science Technology Engineering Mathematics (STEM) in 2015, California Gold Ribbon School Award 2016,and, most recently, the Innovate Top Bay Area Public School Leading in Educational Equity 2017 and 2019. Our highly trained teachers are skilled at setting rigorous academic goals for students and are fully committed to working with them to reach those goals.

When you visit Durham Elementary, you will fall in love with our beautiful campus. We have a self-contained area for our pre-school and kindergarten classes. Our playground is adjacent to a large multi-purpose room that serves as a cafeteria and gym. Our school is also equipped with several chrome book carts, one for every classroom in Grades 3-5, one shared for every two classes in Grades 1-2, plus a computer lab, all housing the latest scientifically proven software in English Language Arts and Mathematics. Our library has over 3,000 recently purchased books to encourage wide reading at home. YMCA offers before and after school care right on campus.

We at Durham work on developing positive relationships as part of our character education. We focus on leadership, wisdom, and character. We are the Durham Eagles and we always do our best, nothing less!

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	157
Grade 1	120
Grade 2	120
Grade 3	109
Grade 4	82
Grade 5	59
Grade 6	60
Total Enrollment	707

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	62.7
Filipino	5.2
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.4
White	5.8
Two or More Races	2.8
Socioeconomically Disadvantaged	24.2
English Learners	29.3
Students with Disabilities	6.8
Homeless	0.8

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	31	33	32
Without Full Credential	0	1	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:
1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

2) 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	Benchmark/Adelante, Benchmark Education Adopted 2018 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 Big Day for PreK, Scholastic Adopted 2012 Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Mystery Science Adopted 2016 California Science, Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	History-Social Science for CA, Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Health	Rights, Respect, Responsibility (3 R's) Adopted 2019 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is on its last stage of completing a major technology update under Measure E. We now have increased internet access and an updated phone and public address system.

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: 11/4/2019

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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	66	75	77	78	50	50
Math	59	72	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	14.8	16.4	8.2

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	313	308	98.40	75.00
Male	170	166	97.65	73.49
Female	143	142	99.30	76.76
Black or African American	14	14	100.00	57.14
American Indian or Alaska Native	--	--	--	--
Asian	164	160	97.56	82.50
Filipino	20	19	95.00	73.68
Hispanic or Latino	70	70	100.00	54.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	84.62
Two or More Races	15	15	100.00	93.33
Socioeconomically Disadvantaged	106	106	100.00	60.38
English Learners	140	136	97.14	66.91
Students with Disabilities	35	35	100.00	31.43
Students Receiving Migrant Education Services	--	--	--	--
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	313	310	99.04	72.26
Male	170	167	98.24	72.46
Female	143	143	100.00	72.03
Black or African American	14	14	100.00	64.29
American Indian or Alaska Native	--	--	--	--
Asian	164	161	98.17	81.99
Filipino	20	20	100.00	75.00
Hispanic or Latino	70	70	100.00	47.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	73.08
Two or More Races	15	15	100.00	80.00
Socioeconomically Disadvantaged	106	106	100.00	50.94
English Learners	140	138	98.57	69.57
Students with Disabilities	35	35	100.00	25.71
Students Receiving Migrant Education Services	--	--	--	--
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)
Parents/guardians at Durham have many opportunities to be involved. Parents/guardians can join our School Site Council (SSC) and work with administration and staff to help make programmatic and financial decisions. The parents/guardians of English Learners are encouraged to be part of the English Language Advisory Committee (ELAC) to provide input and feedback to ensure a powerful program for our English Learners. Parents/guardians of students identified as high achievers or part of the Gifted and Talented Education (GATE) Program are invited to join the GATE Advisory Committee and consult with staff on improving enrichment offerings. Our Safety Committee is another group that parents/guardians are welcome to join. Our Parent Teacher Association (PTA) is always looking for volunteers to help organize fundraisers and extracurricular activities for families and students. We invite our parents/guardians to attend Back-to-School Night in the Fall to meet our staff and come to Open House each Spring to see the accomplishments of our students. Other school events are the Fun Run, Olympics, Holi Color Celebration, Talent Show, and several family nights per year to help families learn about ways to support their children. Parents/guardians are also welcome to assist in the classrooms as volunteers or come as speakers on Career Day. With a strong family and school connection, we know that our students will grow and succeed!

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

Our School Safety Plan was last revised in March 2019 and a committee is in place to ensure that the plan is updated annually. The plan includes procedures for emergencies and disasters. Emergency supplies are replenished as needed with sufficient items inside every classroom. Our emergency shed located in our playground area is also equipped with needed materials in case students and staff need to evacuate and remain outdoors. We hold fire drills monthly and various disaster drills four times per year. Campus visitors are required to sign in and out of the office and must wear visitors' passes while on campus. Staff members wear employee badges that include their names and photographs. Teachers and classified staff assist the principal in maintaining safety in the parking lot before and after school. Over 90% of our staff are CPR certified, and many are trained in administering the epi-pen. We also recently acquired trauma kits for our school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.6	0.1
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)	6.0
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	24		6		24		6		22		7	
1	20	4	2		23		6		24		5	
2	24		4		24		5		24		5	
3	27		3		28		3		27		4	
4	29		2		30		2		27		3	
5	29		2		30		2		30		2	
6	30		2		30		2		30		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	7158	115	7043	89536
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	-8.6	0.3
School Site/ State	3.7	10.4

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.