

# CHADBOURNE ELEMENTARY SCHOOL

801 Plymouth Ave. • Fremont, CA 94539 • (510) 656-5242 • Grades K-6

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## 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

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### **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**

Chadbourne is a school committed to continuing examination of its core mission, to provide a rigorous standards-based academic program that is balanced by a variety of interventions, as well as enrichment activities and programs, which stretch the unique potential of each child. Our motto, "excellence in education through excellence in teaching" remains the most important in our continuing tradition of providing excellence and equity for all students through differentiated instruction and continued enhancement of teaching and learning strategies. Chadbourne is also incorporating a Character Education program where our specialists work together to create enrichment activities that support our standards but also work on building well rounded students.

Chadbourne is a K-6 school with an enrollment of approximately 760. We celebrate the diversity of our student population. In addition to our regular education classes, we have three Special Day Classes (SDC) providing instruction to grades K through six serving our moderate special education students. As well as giving them opportunities to participate in other classes to gain a wide variety of exposure to different curriculum and methods of teaching. We have many mainstreaming opportunities for our SDC students. We are always looking at least restrictive environment for all our students.

Our close partnership with our parents and community enhances the quality of teaching and learning experiences for both students and staff. Dedicated parents and our parent group, the Chadbourne Family and Faculty Association (CFFA) are our greatest supporters. Through a voluntary Pioneer Pledge, we are able to provide music and visual arts instruction from qualified professionals for all our students that are aligned to the common core state standards. The Pioneer Pledge also provides funds for technology upgrades in classrooms and the campus as a whole. Students learn music and art appreciation through a parent taught and designed Fine Arts Mini Experience (FAME). Our classroom teachers also integrate performance and visual arts with language arts, mathematics, science and social science. We have an active Technology Committee made up mostly of parents who share their expertise in technology by giving us technical support and help in maintaining our network connectivity. Our classes also enjoy learning life, earth, and physical science at Mission Creek.

## 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	94
Grade 1	91
Grade 2	102
Grade 3	97
Grade 4	115
Grade 5	122
Grade 6	113
Total Enrollment	734

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	88.3
Filipino	1.6
Hispanic or Latino	3.3
White	4.4
Two or More Races	1.6
Socioeconomically Disadvantaged	6.3
English Learners	12
Students with Disabilities	9.1
Homeless	0.1

## 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

### Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	35	38	33
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:

- "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 &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building is 60 years old. As our enrollment grew, eleven portable buildings were added to our campus. These portables house our intermediate grade students and speech and psychologist offices. A new multiuse building, remodeled restrooms, additional parking spaces, playground equipment, and electrical upgrades were added through modernization projects in 2005. In the summer of 2009 the district replaced our windows and installed a new roof. During the summer of 2014 through 2016 the district abated most classrooms for asbestos and replaced old carpets with solid surface flooring. In the summer of 2017 our school got IT upgrades that were complete in 2018. Our buildings and grounds are clean and well maintained by the district and our own custodial staff. We take pride in our beautiful setting and landscaped field.

We have one day-time custodian and two full time night custodian who keep our buildings and grounds clean. Each classroom and all restrooms are cleaned every day. District grounds and maintenance crews maintain landscaping on a regular schedule.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	86	86	77	78	50	50
Math	90	90	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	5.0	23.5	62.2

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	465	459	98.71	86.27
Male	259	255	98.46	85.10
Female	206	204	99.03	87.75
Asian	422	417	98.82	88.97
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00	40.00
White	18	17	94.44	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	44.12
English Learners	117	114	97.44	76.32
Students with Disabilities	40	39	97.50	41.03
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	465	461	99.14	89.59
Male	259	257	99.23	89.49
Female	206	204	99.03	89.71
Asian	422	419	99.29	93.79
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00	33.33
White	18	17	94.44	47.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	38.24
English Learners	117	116	99.15	84.48
Students with Disabilities	40	39	97.50	43.59
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)

Our parents are truly our partners in providing students with high-quality learning experiences. Every year on the first day of school, the Chadbourne Family and Faculty Association (CFFA) recruits volunteers to work as classroom room helpers, field trip drivers, tutors and mentors in the classrooms, as coaches for our boys and girls basketball teams, halloween carnival, field day and as Safety Patrol volunteers.

CFFA asks parents for an annual voluntary Pioneer Pledge to raise funds to pay for our music and two art consultants. Our students also learn music and art appreciation through Fine Arts Mini Education (FAME), which is a totally parent-driven program. The money from the Pioneer Pledge supports classrooms and also the school, such as big projects that can support the safety of our students. Chadbourne students are fortunate to have a year-round program of visual and performing arts. We have an active Technology Committee that generously shares its expertise by giving us technical support and helps maintain our network connectivity. CFFA pays for many of our new computers and for the replacement and maintenance of our existing technology equipment and providing our students with assemblies throughout the year, which support different things whether it is academic or social emotional education. CFFA also helps provide assemblies for our campus, such as author visits, Bullying assemblies and a growth mindset assembly.

We offer our students several after school activities that enrich their academic life. We have an after school band program funded by the Fremont Education Foundation. We also have a Robotics Club as a regular part of our after school program. It nurtures the motivation and interest of future engineers and scientists and is a link to lucrative careers in the future. Fee-based activities, such as Chess Club, Mad Science and Kidz-to-pros. Girl and Boy Scout troops, made up mostly of Chadbourne students, are active on our campus and have completed many projects for our school. CFFA coordinates traditional celebrations and events, such as our annual Halloween Carnival and cultural events, which highlight our cultural diversity and help promote better understanding of the different cultures and ethnic groups represented on our campus. To find out how you can volunteer, please contact the principal at (510) 656-5242.

### 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

The principal, staff, and parent volunteers monitor the school grounds for 15 minutes before and after school, as well as at all recesses. The principal, paid noon-duty supervisors, para educators and parent volunteers supervise students at lunchtime. Teachers and the principal regularly review the school wide rules for safe, responsible behavior in school, in the classroom, and on the playground. We have a closed campus. Visitors must sign in at the office, where they receive a visitor sticker to wear throughout their stay for that day at Chadbourne.

We update our School Safety Plan annually; We work on it as a site team to ensure we have the most current procedures in place. This was last done during the months of September 2018 and February 2019 to ensure it was completed in March 2019. The plan is National Incident Management System compliant and includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and 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 earthquake drills four times a year. Training for staff on emergency preparedness is held throughout the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	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)	4.9
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	19	2	3		23		4		19	3	2	
1	23	1	3		24		4		22		4	
2	24		4		23		4		24		4	
3	28		4		28		4		21	1	4	
4	24		4		29		4		29		4	
5	30		4		23	1	4		30		4	
6	26	1	4		25	1	4		23	1	4	
Other	8	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/](http://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	7269	790	6479	94200
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	-16.9	7.5
School Site/ State	-3.2	17.5

Notes:

- Cells with N/A values do not require data.
- 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.