



Joe A. Gonsalves Elementary School

13650 Park Street • Cerritos, CA 90703 • (562) 926-1347 • Grades K-6

Robert Benko, Principal

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<https://www.gonsalveses.us/>

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



ABC Unified School District

16700 Norwalk Blvd.

Cerritos, CA 90703

(562) 926-5566

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**Assistant Superintendent,
Human Resources**

A Message from the Principal

Hello and welcome to Joe A. Gonsalves Elementary School- The staff here at Gonsalves is dedicated to providing the best educational experience possible for our students. This is done through a team effort where all stakeholders- staff, parents and families, students and community members- work collaboratively to create an environment conducive to learning and student achievement. We are successful because we provide a rigorous academic program for our students in a safe, nurturing and supportive atmosphere. Every student is important and we believe every student can succeed. It is this combination of high quality teaching in the classroom, the commitment of our families to promote and support learning, and desire of our students to do their very best that makes Gonsalves a special place to be.

Through implementing a standards-based curriculum, use of effective instructional strategies, grade-level collaboration, data analysis and strategic interventions, while building positive, self-enhancing and responsible student behaviors, we know that our students will continue to achieve and be successful academically. Our school has received many academic awards including being named a 2019 National Blue Ribbon School, a 2018 California Distinguished School, and a California Business for Education Excellence Honor Roll School. With the efforts of our staff, students and parents, the school experience is enhanced through special activities, assemblies, events and programs that help complete a well-rounded education. Students, staff and parents show our school spirit with weekly Spirit Day assemblies where we emphasize our Character Trait of the month. Our Gonsalves Grizzlies show they are STAR students by following our 4 school rules- Stay Safe, Take Responsibility, Act Respectfully and Ready to Learn. At our annual Gonsalves Day event at the end of the year, we recognize our past history as well as celebrate the diverse cultures that exist at our school.

Located in Cerritos, California, within the ABC Unified School District, Gonsalves (ES) serves 645 students grades TK-6 including 3 Special Day Autism classes. Our diverse student population is comprised of 60% Asian, 15% Hispanic, 7% White, 9% Filipino, and 4% African American. English Learners make up 15% of our student body. Thirteen percent are Socio-Economically Disadvantaged; and 11% receive Special Education services. Our school was named after former mayor and assemblyman, Joe A. Gonsalves. and officially opened its door in 1973.

Mission Statement

The mission of the Gonsalves Elementary School community is to educate all students to become informed and productive 21st Century citizens. We will maintain a safe school environment that enhances effective learning and promotes positive behavior.

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	100
Grade 1	87
Grade 2	77
Grade 3	93
Grade 4	93
Grade 5	97
Grade 6	95
Total Enrollment	642

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.8
Asian	62.9
Filipino	8.3
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.3
White	7.2
Two or More Races	0.8
Socioeconomically Disadvantaged	24.9
English Learners	21.2
Students with Disabilities	10
Homeless	0.5

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 Joe A. Gonsalves	17-18	18-19	19-20
With Full Credential	27	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Joe A. Gonsalves Elementary School

Indicator	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

* Note: "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.

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series 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)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Fair	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Fair	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as 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	86	84	66	66	50	50
Math	82	80	54	55	38	39

Note: 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.

Note: 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

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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	23.1	28.6	30.8

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	367	366	99.73	83.61
Male	208	207	99.52	80.68
Female	159	159	100.00	87.42
Black or African American	19	19	100.00	73.68
American Indian or Alaska Native	--	--	--	--
Asian	243	243	100.00	88.89
Filipino	25	25	100.00	88.00
Hispanic or Latino	51	51	100.00	58.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.00	87.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	94	100.00	69.15
English Learners	128	128	100.00	82.03
Students with Disabilities	24	24	100.00	62.50
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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	367	366	99.73	79.51
Male	208	207	99.52	79.23
Female	159	159	100.00	79.87
Black or African American	19	19	100.00	63.16
American Indian or Alaska Native	--	--	--	--
Asian	243	243	100.00	87.24
Filipino	25	25	100.00	88.00
Hispanic or Latino	51	51	100.00	50.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.00	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	94	100.00	61.70
English Learners	128	128	100.00	76.56
Students with Disabilities	24	24	100.00	45.83
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 and community members are very supportive of the educational program at Gonsalves Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABCUSD's Local Control Accountability Plan.

Parents committees and meetings include:

School Site Council (SSC), Local Control Accountability Plan (LCAP) meetings, Booster Club, English Language Learners Advisory Committee (ELAC), Student Success Team (SST), Individual Education Plan (IEP) Teams and Coffee with the Principal meetings. In addition, everyday our offices and classrooms are filled with parent volunteers working with teachers.

Numerous programs at Gonsalves, especially student recognition programs, are enriched by the generous contributions made by the following community organizations:

- Gonsalves Student Council
- Gonsalves Booster Club
- Cerritos Center for the Performing Arts
- Chick-fil-A
- City of Cerritos
- Mimi's Cafe
- Los Angeles County Sheriff's Department
- The Lazy Dog Cafe
- Shakey's Pizza
- Islands Restaurant

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 designed here at Gonsalves Elementary so all students and staff members are provided a safe teaching and learning environment. It is reviewed, discussed and updated by both faculty and School Site Council members at the beginning and end of each year. We take great time and effort to ensure we have policies and procedures in place that provide a safe school environment for our students and staff. We also conduct monthly fire drills, hold monthly Safety committee meetings, perform lock-down drills, active shooter drills, and practice our emergency/earthquake drills twice a year. The detailed School Safety Plan is available for review in the school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
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

* 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.

Student Support Services Staff (School Year 2018-19)

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

* 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	3		24	1	3		21	1	4	
1	28		3		24		3		27		3	
2	26		3		29		3		24		3	
3	29		3		28		3		24	1	3	
4	31		3		31		3		29		3	
5	31		3		31		3		32		3	
6	26	1	3		27	1		3	30		3	
Other**	8	2			10	2			11	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	6

Along with these district-sponsored training's, all staff meetings throughout the year (4 hours a month) are used for continuous professional growth in these and other areas of need. The focus of professional development is based both on looking at student achievement data and teachers reflecting on the level of implementation of training practices in their classrooms. Teachers are supported during implementation during staff meetings as well as collaborative planning time with their grade-level teams (twice a month).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* 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	5137	0	5136.69	80226
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.0	-5.1
School Site/ State	-35.8	-3.4

Note: 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 will be reported on 2018-19 report cards.