WARM SPRINGS ELEMENTARY SCHOOL

47370 Warm Springs Blvd. • Fremont, CA 94539 • (510) 656-1611 • Grades 3-6
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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

Warm Springs Elementary School is nestled at the foot of the San Francisco East Bay hills. Its historical significance and beautiful architecture offer a sense of great pride to the community, who values excellent schools and holds high educational expectations for their children. In 2016, Warm Springs was proud to be recognized with the California Gold Ribbon Award and in 2018 Warm Springs was recognized and won the California Distinguished School award.

At the core of our mission is the student as an individual. We are committed to the academic, physical, and emotional well-being of every young person in our care. Our school operates within a cohesive and integrated network of academic programs, co-curricular activities, and support services. These are supported by our character education program, which is integrated into our English/language arts curriculum and is designed to ensure, first, that no child at our school feels alienated or bullied and, second, that every child makes a meaningful connection with peers and adults on campus. Teachers incorporate into their classes the Eight Great Traits concepts, and academic programs are rich, challenging, and aligned with Common Core Standards. We have seen a continuous and sometimes dramatic increase in our state standardized test results over the last few years.

The essence and strength of Warm Springs are in our diversity. We have students of many ethnic backgrounds who speak over 20 languages or dialects and bilingual teachers representing eight different languages. Students come to us from the local homeless shelter as well as the expensive homes on the hill, with performance ranging from low communicative students in our moderate-to-severe Special Day Class (SDC) to the gifted mainstreamed child. Together we strive for excellence as measured against standards and our own individual potential. There is something at Warm Springs to inspire an interest or passion for learning in every student.

The final component of our integrated network is support services. Every student is given the support necessary to achieve excellence. We are especially pleased with the during-school English Language Lab and intervention classes we offer for struggling students (federally-funded), the friendship groups, and the one-on-one interaction offered by our contracted counselor.

Regular, in-depth self-evaluation and revision of our programs and practices are essential to our school's success. We celebrate our successes and focus on areas where we can improve learning for each student. The success of Warm Springs can also be attributed to the sustained and invaluable partnership that exists between students, parents, faculty, and community.

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
Grade 3	285
Grade 4	261
Grade 5	251
Grade 6	257
Total Enrollment	1,054

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	88.9
Filipino	1.1
Hispanic or Latino	2.7
Native Hawaiian or Pacific Islander	0.1
White	4.6
Two or More Races	1.8
Socioeconomically Disadvantaged	5.2
English Learners	8.3
Students with Disabilities	4.6

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	52	50	49
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:

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 SpringBoard Course 1, College Board Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	STEMscopes for 6th grade Adopted 2017 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 World History: Ancient Civilizations, Holt 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)

Warm Springs Elementary was opened in 1937 with one building, which housed a multipurpose room, administrative office, and classrooms. In 1960 a kitchen room was added. Three buildings were added in 1964, consisting of a library, five classrooms added to the main building, and an eight-classroom building wing. We added a six-classroom building wing in 1965, one modular classroom in 1990, two in 1994, and another two in 1998. In 2000 six modular classrooms and a restroom were added to the campus. We have a multipurpose room and an outdoor eating area with a newly added cover and asphalt.

Warm Springs Elementary was modernized in 2001 and now has a newly remodeled library, computer lab, adult restrooms, and science lab. Air-conditioning or air-ventilation units were installed in all regular classrooms. Handicapped access and upgrades were also included. Three temporary classrooms have been added since 2004. During the summer of 2008, Warm Springs had two construction projects. First the school underwent another modernization, which included new fire alarms, installation of a high-efficiency HVAC system in all classrooms, and complete renovations of all restrooms. The second project was the building of a two-story portable with seven new classrooms, a restroom, and an elevator to meet Americans with Disabilities Act (ADA) requirements. In summer 2009, Warm Springs had the playgrounds and parking lots resurfaced. This project completed the modernization of the school and made it as aesthetically appealing as it was when it originally opened. In the spring and summer of 2011 overhangs built in 1963 were removed. They were replaced with a more aesthetically pleasing overhang which ties in our hallways and walkways providing shelter to the students. In the Fall of 2013, a new portable was added to accommodate continued growth. In the Fall of 2016, we added a brand new, 12 classroom, permanent building for our expanding student population as well as the eventual conversion of third grade moving to 24:1. The most recent construction project is an update of our internet infrastructure. This will provide our students and staff a much larger bandwidth to use the internet. Teachers and students continue to use online learning more and more, each year and on a daily basis. We currently have 12 mobile carts with 30 devices on each cart. Teachers check these out daily to use them in their classrooms.

Our custodial crew cleans the campus daily, and the district maintenance and operations departments make repairs and improvements as needed. Due to our growing needs, we have added two more full time custodians to our night shift. This will be needed to accommodate the 12 new classrooms. Fremont United School District maintenance staff works very hard to ensure that repairs necessary to keep the school in good repair and working order are completed in a timely manner. District maintenance staff uses a work order priority process to ensure efficient service and to give emergency repairs the highest priority.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2019

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	89	91	77	78	50	50
Math	91	92	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	12.3	31.2	47.4

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	1039	1029	99.04	91.06
Male	538	530	98.51	89.25
Female	501	499	99.60	92.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	923	913	98.92	92.88
Filipino	13	13	100.00	76.92
Hispanic or Latino	26	26	100.00	61.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.00	76.09
Two or More Races	20	20	100.00	85.00
Socioeconomically Disadvantaged	55	55	100.00	74.55
English Learners	315	309	98.10	84.47
Students with Disabilities	45	44	97.78	47.73
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	1039	1031	99.23	92.14
Male	538	534	99.26	92.51
Female	501	497	99.20	91.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	923	915	99.13	95.19
Filipino	13	13	100.00	69.23
Hispanic or Latino	26	26	100.00	53.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.00	67.39
Two or More Races	20	20	100.00	80.00
Socioeconomically Disadvantaged	55	55	100.00	56.36
English Learners	315	312	99.05	89.10
Students with Disabilities	45	44	97.78	40.91
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)
The success of Warm Springs can also be attributed to the sustained and invaluable partnership that exists between students, parents, faculty, and community. We not only welcome parent involvement, we depend on it. Our School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) have strong parent involvement and meet regularly to provide support, input, and direction on how to best serve the changing needs of our students. The , Parents are encouraged to volunteer in their children's classroom, participate and go on study trips, and support the classroom teacher. The Principal and Assistant Principal have an open-door policy to foster communication with parents and the community. This ensures that the parent/school partnership is effective in meeting all the student needs.

We encourage parents to become involved with their children's day-to-day education, and we communicate with them through classroom weekly newsletters, our monthly School Newsletter, our mass email system, our automated attendance and messaging system, our website, our digital marquee and parent education nights. Teachers communicate daily by voicemail, email, or through student use of the school-wide homework planner and are available for conferences before and after school as needed or by request. Most teachers post assignments and updates on their class websites.

We partner with our PTA to include the community in school events like: talent shows, ice cream socials, concerts, 5th and 6th grade dances and our Fall Stampede fundraiser. We also lend our facility to Warm Springs Little League, the YMCA, the GATE Program and other community organizations. To find out how you can volunteer at our school, please contact the school office.

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 safety and well-being of the students is the number one priority of the teachers and staff at Warm Springs Elementary. We have effective programs in place to ensure the safety, health, nutrition, and well-being of all students. We have at least five campus supervisors on duty for all lunch periods. District-trained parents, two crossing guards and teachers help to oversee students arriving and departing and ensure that students are safe in high traffic areas.

Our School Safety Committee is dedicated to keeping our school's safety plan up to date and accessible to all staff. Our site Safety Committee and our School Site Council (SSC) review and update our Comprehensive School Safety Plan annually. It was last revised in March of 2019. The committee guides us in reviewing drills and emergency plans and maintains a folder of emergency procedures and student behavior situations for each staff member. We have a fire drill each month and four disaster drills each year. Our staff has regular discussions on safety and the administration instructs staff on how to handle unexpected safety issues and how to report potentially hazardous onsite situations. We are guided by the district's Risk Management Department as well as the Fremont Police. In many classrooms, firemen help teaching safety lessons, and PTA has created well-stocked emergency supply buckets for each classroom. Students are also required to bring in an emergency food pack that is stored in the classroom in case of an emergency. There is a clipboard with emergency procedures hanging by the classroom door.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.2	0.2
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	7.3
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+
3	28		10		28		9		28		10	
4	30		9		29		9		29		9	
5	28		10		30		9		28		9	
6	30		9		27	1	10		28		9	
Other	8	1							10	1		

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

2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

2016-2017: 3 days
2017-2018: 3 days
2018-2019: 3 days

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

FY 2017-18 Teacher and Administrative Salaries

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6540	536	6004	88567
District	N/A	N/A	7677	$89,130.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.5	5.4
School Site/ State	-15.3	15.4

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.