

GOMES ELEMENTARY SCHOOL

555 Lemos Lane • Fremont, CA 94539 • (510) 656-3414 • Grades K-6

Douglas V. Whipple, Principal

dwhipple@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

Welcome to John Gomes Elementary School, where we at Gomes endeavor to engage students in active and meaningful learning, and strive to facilitate a love of learning, diversity, collaboration, and innovation in a safe and caring environment.

We are working together to create an academically rich and challenging school environment while encouraging our children to be compassionate, caring, productive citizens of the world. The staff and parents have high expectations for every student. There is a strong emphasis on basic skill development, along with enriching and engaging curriculum. We focus on building student self-esteem, respecting fellow students and adults, and developing an appreciation for learning.

Gomes Elementary School is an outstanding educational institution, complete with skilled, dedicated educators, motivated and achieving students, and involved parents. John Gomes Elementary School was named a National Blue Ribbon School in 2018!

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	149
Grade 1	109
Grade 2	103
Grade 3	100
Grade 4	99
Grade 5	93
Grade 6	93
Total Enrollment	746

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	85.4
Filipino	1.5
Hispanic or Latino	4.2
Native Hawaiian or Pacific Islander	0.4
White	5.1
Two or More Races	2.5
Socioeconomically Disadvantaged	6.3
English Learners	12.3
Students with Disabilities	7.6
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	41	37	36
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	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Gomes Elementary School was built in 1970 (Gomes is celebrating a 50th year birthday, this year) . In the 2005–2006 school year, the school underwent modernization. Most of the work was done in Pods One, Two, and Three; the main Administration Building; the Multi-Use Room; and the Kindergarten Pod. In addition to strengthening the roof, the workers extended the walls of the classrooms in the pods. The heating system was upgraded, and air-conditioning was added. The to-do list also included, adding new drinking fountains and improving the existing ones. The office restrooms and the entryway into the current portables were modified to become wheelchair accessible. The Gomes playground blacktop was resurfaced and lines repainted. The school is well maintained by the district maintenance department.

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 have 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: 10/11/2019

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	90	90	77	78	50	50
Math	92	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	6.4	20.2	62.8

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	374	368	98.40	90.49
Male	191	188	98.43	87.23
Female	183	180	98.36	93.89
Asian	337	335	99.41	91.94
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.50	85.71
Two or More Races	11	11	100.00	90.91
Socioeconomically Disadvantaged	15	15	100.00	53.33
English Learners	75	72	96.00	87.50
Students with Disabilities	19	17	89.47	52.94
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	374	368	98.40	91.58
Male	191	188	98.43	92.55
Female	183	180	98.36	90.56
Asian	337	336	99.70	93.75
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	13	81.25	84.62
Two or More Races	11	11	100.00	81.82
Socioeconomically Disadvantaged	15	14	93.33	50.00
English Learners	75	73	97.33	87.67
Students with Disabilities	19	16	84.21	62.50
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)

We have many ways for parents to be part of the Gomes learning community, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC), which works with the administration and teachers to help make financial decisions. We also have parent-run activities, such as The Fine Arts Mini Experience (FAME) program and the PTA sponsored Reflections Arts Program. Parents are essential to our Safety Patrol, because they help maintain safety at drop off and pick up times and help students cross the street. Room parents organize parent volunteers to help with special projects in the classroom and to chaperone on field trips. We buy new books for the library through an annual book fair and parents are needed to help make it successful. The PTA sponsors campus beautification days, when parents come to maintain our gardens and plant flowers on the grounds with their children. We ask all parents to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! Please contact our principal, Mr. Douglas Whipple, to find out how you can help.

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 and our Safety Patrol, composed of parent volunteers and students, monitor the school grounds for 20 minutes before and after school. Teachers supervise the morning recess, and noon supervisors and the principal supervise lunchtime. Teachers regularly review safety rules, and the administration holds town hall type meetings with all students to outline responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive a Gomes Visitor sticker.

We revise our School Safety Plan annually; it was last revised in October of 2019 and reviewed with the staff at staff meetings. The plan includes procedures for emergencies, updated exit routes, and inventories of emergency supplies. We make the plan and procedures available on our school website and keep copies in the office for parents. We practice a fire or disaster drill every month, and hold large disaster drills in the fall and spring, with the whole school staff and parents engaged in emergency role-play.

Gomes has an active health and safety committee made up of both parents and teachers that meet once a month to discuss and plan school readiness in case of emergencies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.0
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)	4.2
Other	

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	19	3	6		19	4	5		19	3	5	
1	24		3		21	1	4		23		4	
2	24		4		23		4		20	2	4	
3	28		3		25		4		28		3	
4	27		3		30		3		28		4	
5	30		4		29		3		30		3	
6	26	1	4		30		4		30		3	
Other	5	1			10	2			9	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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7780	1240	6540	93510
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	-16.0	6.4
School Site/ State	-7.6	16.4

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.