

BLACOW ELEMENTARY SCHOOL

40404 Sundale Drive • Fremont, CA 94538 • (510) 656-5121 • Grades K-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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Instruction**

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**Assistant Superintendent, Human
Resources**

School Description

John Blacow Elementary is situated in an established neighborhood of Fremont. The campus is surrounded by a large park with many trees and lots of open space. Our school mission is to develop life-long learners, critical thinkers, and global citizens through the delivery of a rigorous instructional program, by providing a safe, nurturing environment, by embracing our diversity, and by honoring parents as partners. We also have a Spanish Dual Immersion (SDI) program strand. The goal of our SDI program is for students to become biliterate, bilingual, and bicultural by the time they leave for junior high school. Although children in this program are taught in two languages, all students are expected to master the California State Standards at each grade level. John Blacow is now primarily a transitional kindergarten through 5th grade school. Beginning in 2019-20, 6th graders attend Walters Middle School. However, our Spanish Dual Immersion (SDI) program continues to serve kindergarten through 6th grade.

Blacow is a high needs school that receives additional funds to provide supports and resources to unduplicated students. These funds are used in a variety of ways such as intervention during the day and technology to assist our students in mastering the grade level standards and to prepare them with 21st century skills needed to be competitive in a global society. Our school-wide focus is to increase student achievement in both language arts and math. We continue with the implementation of an English Language Development (ELD) block and the use of Guided Language Acquisition Design (GLAD) strategies. In addition, we have before school and during the day school interventions, including having our computer lab open before school. Our intervention specialist teacher and para-professional work directly with our at-risk students during the day on foundational skills, reading, reading comprehension and math. Our teachers review data throughout the year and plan instruction based on their observations and student data. Our students also have greater access to our math intervention programs ST Math and IXL as well as our reading software program Lexia and Istation for our SDI program. Each classroom is also provided technology resources and equipment such as an LCD projector, a document camera, an Apple TV, iPads, Google Chromebooks, laptops, and a computer lab that allow all students additional opportunities to access technology at school.

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	104
Grade 1	64
Grade 2	68
Grade 3	58
Grade 4	52
Grade 5	51
Grade 6	50
Total Enrollment	447

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	23.9
Filipino	4.7
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.7
White	14.1
Two or More Races	5.4
Socioeconomically Disadvantaged	44.7
English Learners	32.2
Students with Disabilities	19
Homeless	0.7

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	26	27	29
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	1	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 & 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<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>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)

Our main building was opened in September 1960. There are four wings, which include classrooms, the library, and the staff lounge. Another separate group of four classrooms in the southeast corner of the campus we call the annex area. In addition, we have two portable classrooms that serve as the science lab and music room.

In the summer of 2002, we installed ten skylights and eight solar tubes for rooms that had insufficient daylight. This was done to promote a better learning environment in accordance with the Herschong Mahone Group study on the positive effect of daylight on academic achievement. The next year Blacow participated in a Rebuild America program, which provided eight skylights, sensor controlled lighting, high vision bulbs, reflective coating for walls, and motion sensor lighting controls for our multipurpose room/cafeteria. This has improved this facility tremendously, and it is enjoyed by everyone every day.

In 2003, the district installed controlled heating and cooling in the four classroom wings. Soon after, we added the annex classrooms' heating and cooling to this same system. In the summer of 2005, our front parking area was remodeled, which has resulted in improved traffic flow and better safety in the drop-off and pick-up zones. During the summer of 2006, new grass was installed on our playground field.

The most recent improvements to our campus was made in the summer of 2016. About 85% - 90% of our classroom and hallway floors were replaced to remove possible asbestos tiles.

Classrooms and restrooms are cleaned by our custodial staff. Our district's Maintenance, Operations, and Grounds Department makes all needed repairs and scheduled maintenance. The Facilities Department provides needed improvements, such as the replacement of vinyl flooring in the office and in the annex area classrooms.

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: 10/17/2019

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	Rooms 3-8: Rm 6: 2 diffusers missing.
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	Fair	Portables 32-33: Play structure next to portables: Rope ladder removed for safety. Wing 2 (Rooms 15-20): Play structure behind wing 2: Rope ladder needs replacement.
Overall Rating	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	51	45	77	78	50	50
Math	43	45	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	18.0	14.0	28.0

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	195	193	98.97	45.08
Male	109	108	99.08	45.37
Female	86	85	98.84	44.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	54.55
Filipino	12	12	100.00	25.00
Hispanic or Latino	118	118	100.00	40.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	63.64
Two or More Races	14	14	100.00	57.14
Socioeconomically Disadvantaged	114	114	100.00	36.84
English Learners	98	97	98.98	37.11
Students with Disabilities	40	40	100.00	22.50
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- 2) Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- 3) The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	191	98.45	45.03
Male	109	107	98.17	48.60
Female	85	84	98.82	40.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	91.30	57.14
Filipino	12	12	100.00	41.67
Hispanic or Latino	117	117	100.00	37.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	72.73
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	113	113	100.00	35.40
English Learners	97	96	98.97	35.42
Students with Disabilities	40	40	100.00	25.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- 2) Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- 3) The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to take an active part in our school. Parents help plan school events such as our Fall Fest, Fitness Frenzy, Book Fair, Variety Show, Family Nights, and school fundraisers. Parents may join and/or attend School Site Council (SSC) meetings, where our School Plan for Student Achievement (SPSA) is discussed and budgets and expenditures are approved. Parents of English Learners are encouraged to attend English Language Advisory Committee (ELAC) meetings. Our Blacow Bobcat Booster Club raises funds to provide assemblies, field trips, and classroom supplies. Room parents help organize special projects and festive events in the classrooms. Parent chaperones attend educational field trips throughout the year. Every parent is invited to Back-to-School Night in September in addition to other parent meetings throughout the year.

To learn more about volunteering at Blacow, contact Gina Roberti, President of the Blacow Booster Club, by email at blacowbobcatboosters@gmail.com and or visit <https://sites.google.com/view/blacowboosters>

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 teachers perform before and after school supervision as well as during our daily recesses. The principal and noon supervisors help ensure a safe and orderly lunchtime. FUSD has contracted a private security company that monitors the campus on nights and weekends. Visitors must sign in at the office and wear a visitor's badge.

We revise our safety plan each year, and it was last reviewed and revised October 2019. This plan includes procedures for emergencies and an inventory of safety supplies. We hold monthly fire drills and periodic earthquake drills. Several staff members have received American Red Cross CPR certification through participation in classes taught by our District's Risk Manager. Each year our safety plan is reviewed in a staff meeting to ensure that all teachers are knowledgeable about our safety procedures. We have taken several measures to ensure that we are prepared in the event of an emergency. Emergency backpacks are provided to each teacher. We have a disaster storage container with emergency supplies which include water, food, batteries, sanitation, first aid, and search and rescue supplies. We also participated in The Great California Shake Out, a statewide earthquake drill, and plan to participate again this year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.0	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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	1.0

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		21	1	4		20	1	4	
1	23		3		24		3		21	1	2	
2	17	2	1		22	1	2		20	1	2	
3	19	1	2		18	2	1		18	3		
4	21		2		24	1	1		19	2	1	
5	17	3			24	1	1		23	1	1	
6	22	1	2		16	3	1		19	2	1	
Other					8	1			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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10978	2848	8130	89440
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	5.7	3.8
School Site/ State	22.9	13.9

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.