

Fremont Unified School District

Gomes Elementary School

School Accountability Report Card Grades K-6 Data From The 2004-2005 School Year Published During 2005-2006

555 Lemos Lane Fremont, CA 94539
Phone: (510) 656-3414 Fax: (510) 656-6817
Website: www.fremont.k12.ca.us

Principal's Message

Working together, the Gomes community endeavors 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 students. There is a strong emphasis on basic skill development. We focus on building student self-esteem, respecting fellow students and adults, as well as development and appreciation for learning.

Parent involvement is exceptional. It is reflected in the large PTA membership and high attendance rates at events such as Back-to-School Night, conferences, and Open House. Parent supported programs such as FAME, Music for Minors II, Technology Committee, and Gomes Emergency Preparedness Team are but a few examples of this commitment to excellence in education at John Gomes School.

Parental Involvement

We recognize that one of the critical reasons our school has the outstanding reputation it does is due to the high degree of parent involvement. Their active participation is demonstrated in many ways. Parents volunteer as members of our PTA Board, School Site Council (SSC), Emergency Preparedness Committee (GEPT), Traffic Safety Patrol, and as FAME and Music for Minors docents in the classrooms. They also help teachers prepare and copy materials for classroom lessons, and drive on field trips. Parents monitor and assist with homework and closely communicate with teachers and administrators.

Our Back-to-School Night and Open House both have more than 95% parent attendance. Parent Education nights provide information on Gifted and Talented Education (GATE), cultural diversity, and FAME.

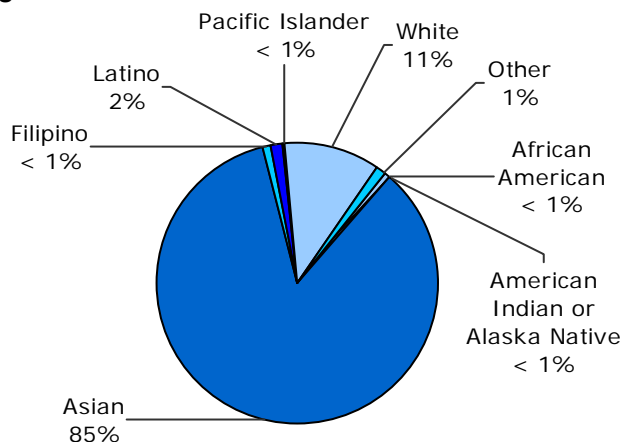
In order to facilitate channels of communication, the principal and PTA president stay connected through e-mail, telephone, or weekly meetings.

Please contact Doug Whipple, Principal, for details on how to offer your time, at (510) 656-3414.

Enrollment and Demographics

The total enrollment of Gomes Elementary School was 880 students for the 2004-2005 school year.

Demographics



Douglas Gephart
Superintendent

Douglas Whipple
Principal

FUSD Board of Education

Larry Sweeney
President

Nina Moore
Vice President

Ivy Wu
Clerk

Bryan Gebhardt
Member

Peggy Herndon
Member

Stacy Chen
Student Board Member



**FREMONT UNIFIED
SCHOOL DISTRICT**

Mission Statement

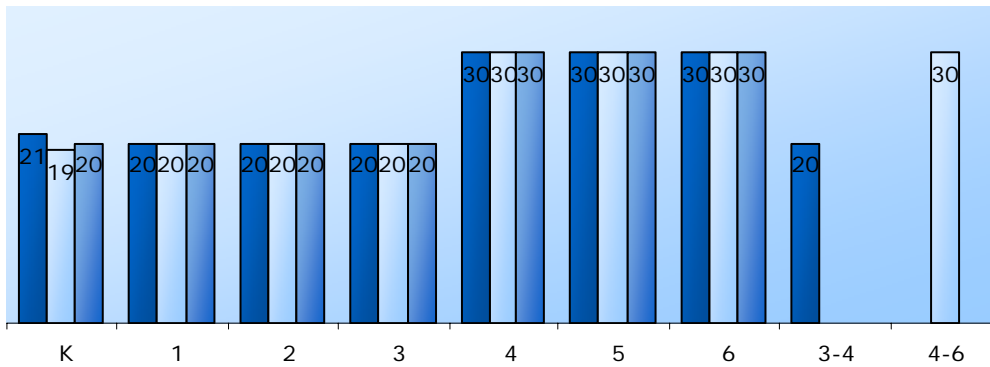
Our mission is to provide equitable opportunities that educate, challenge and inspire students of all ages, talents and ability levels while preparing each with the skills required to adapt and succeed in an ever-changing world.

Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

02-03 03-04 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5	1		5			6		
1	6			6			6		
2	7			6			10		
3	5			4			7		
4		4			3			4	
5		4			2			4	
6		4			3			4	
3-4	2								
4-6					1				

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	02-03	03-04	04-05
K	83%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Suspensions and Expulsions

	Gomes ES			Fremont USD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	5	3	5	3,332	4,659	3,464
Suspensions (rate)	0.006	0.004	0.006	0.106	0.147	0.109
Expulsions (no. of incidents)	0	0	0	29	55	61
Expulsions (rate)	0.000	0.000	0.000	0.020	0.002	0.002

School Safety

The safety of students and employees is of importance at Gomes Elementary School. There is a Comprehensive School Safety Plan that includes our Operation Plan in case of an earthquake, fire, or incidents involving chemicals or other hazardous materials. It also includes Action Plan Objectives to improve safety during the school year.

Fire drills are conducted on a monthly basis and disaster drills are held four times throughout the year. The school has fire and security alarm systems to protect the facility and all those who work and attend here.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on September 2005.



School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Part	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)		✓	Work Order# 44152, 44154
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety		✓	Work Order #44153
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Comments			
<ul style="list-style-type: none"> Ceiling tiles hanging, missing or stained — Rooms 413, 405, 409 Missing light cover — Rooms 104, 301, 302, entrance door to Pod 3, 306, K2, K3, 103, 102, 101, Pod 1, 106 Missing fire extinguisher in kitchen store room Hole in wall next to light switch in 403 			

* This data was collected and verified by the district in January, 2006.

Facilities

Gomes Elementary measures over 54,770 square feet. The school has been allocated 22 hours of daily custodial time, and the services of district maintenance and gardening crews, to ensure that the school is clean and maintained. The custodial time allowance is based on a formula, which factors in the size of the school, the number of students, and the number of carpeted rooms. Fremont USD 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 that emergency repairs are given the highest priority.

Enrollment continues to grow, so there has been an addition of two new classrooms.

Gomes Elementary originally opened in 1970. The school has served the community well, but the facility will now undergo modernization this year. Modernization highlights include upgrades to restrooms and plumbing, an improved heating, ventilation, and air conditioning system, and fire alarm.

Gomes Elementary has 35 regular classrooms, a science lab, a library, a computer lab, a multipurpose room, and resource room. There were two portables used during the 2004-2005 school year to meet the needs of our student enrollment. Athletic facilities include two playgrounds, a large wide-open field, two baseball fields, and three leased baseball fields.

Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

• Counselor	0.0
• Librarian	0.0
• Psychologist	0.0
• Social Worker	0.0
• Nurse	0.0
• Speech/Language/ Hearing Specialist	1.0
• Resource Specialist	1.0
• Other	0.0

“We recognize that one of the critical reasons our school has the outstanding reputation it does is due to the high degree of parent involvement.”



Textbooks and Instructional Materials

Textbooks, aligned with State Frameworks, are adopted by the district on a six-year curriculum cycle, and used by students and teachers to provide a comprehensive curriculum to support student achievement.

Each pupil, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. It does not require two sets of textbooks or instructional materials for each pupil.

Fremont Unified School District supplies textbooks and/or instructional materials in all subject areas to all students. Using a combination of state and district funds, FUSD ensures that all students at all schools have the necessary textbooks and/or materials. Consumable workbooks were purchased as needed at the elementary level for math, reading, and spelling. Textbooks were purchased to accommodate growth in all curricular areas for grades K-12. The Board has determined that the district has individual textbooks and/or materials in each core subject area as required by the state.

Quality and Availability of Textbooks

Textbooks			
Subject Area	Grades	Textbook Title	Adopted
Reading & Spelling	K-6	McGraw-Hill <i>Open Court</i> (Spanish Version— <i>Foro Abierto</i>)	2002
Math	K-6	Harcourt <i>Math</i>	2001
Social Studies	K-6	McGraw Hill <i>Adventures in Time & Place</i> : K— <i>Here I Am</i> (no student edition) 1st— <i>My World</i> (no student edition) 2nd— <i>People Together</i> (no student edition) 3rd— <i>Communities</i> 4th— <i>California</i> 5th— <i>A New Nation</i> 6th— <i>Ancient World</i>	1999
Science	K-2	Harcourt <i>Science</i> (student editions in Science Prep class)	2001
Science	3-5	Harcourt <i>Science</i>	2001
Science	6	Prentice Hall <i>Focus on Earth Science</i>	2001
Core Curriculum Areas		Availability of Sufficient Textbooks and Materials For Each Pupil	
Reading/Language Arts		100%	
Math		100%	
Science		100%	
History/Social Science		100%	

* This data was collected and verified by the district in March, 2005.

Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-6.

Gomes Elementary School had three minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	51,300	50,400
4-6	54,000	54,000



Instruction and Leadership

The principal, staff, and School Site Council (SSC) monitor curriculum. Major curriculum improvements have cited the areas of science and the implementation of a writing portfolio program. Staff development days are utilized to provide teachers with opportunities to develop ways to improve the educational programs.

The leadership at Gomes Elementary School involves the principal, vice principal, teachers, parents, and students. All leaders are focused on quality instruction and high academic standards. Leadership groups consist of the School Site Council (SSC), the GOTCHA Team, Student Council, grade level chairpersons, and the principal's Advisory Council.

In addition, many staff members are involved in district programs and committees, attend professional development classes, and manage to stay current on new curriculum issues and teaching strategies.

Douglas Whipple has been principal of Gomes Elementary School since 2003, and has 18 years of experience in education.

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels									
	Gomes ES			Fremont USD			California		
Year Tested	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	92%	93%	93%	59%	60%	63%	35%	36%	40%
Mathematics	94%	93%	95%	58%	59%	62%	35%	34%	38%
Science	*	87%	90%	48%	49%	51%	27%	25%	27%

* The science portion of the CST was administered for the first time to 5th graders in 2004.

CST Subgroup Results: English Language Arts, Mathematics, and Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels			
Subject	English Language Arts	Mathematics	Science
Year Tested	2005	2005	2005
Male	91%	96%	90%
Female	94%	94%	90%
English Learners	89%	94%	❖
Socioeconomically Disadvantaged	❖	❖	❖
Students with Disabilities	75%	75%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	95%	97%	92%
Filipino	❖	❖	❖
Latino	64%	64%	❖
Pacific Islander	❖	❖	❖
White	88%	90%	90%

❖ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	2003	2004	2005	2003	2004	2005
Gomes ES	87%	90%	87%	96%	95%	96%
Fremont USD	64%	65%	61%	72%	72%	74%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	85%	99%
Female	89%	95%
English Learners	78%	96%
Socioeconomically Disadvantaged	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	86%	97%
Filipino	❖	❖
Latino	❖	❖
Pacific Islander	❖	❖
White	100%	92%

❖ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.



Positive Learning Environment

Students have the opportunity to participate in the following extra-curricular programs: Computer Club, girls' basketball team, boys' basketball team, Student Council, Chess Club, band, Book Club, and Science Club.

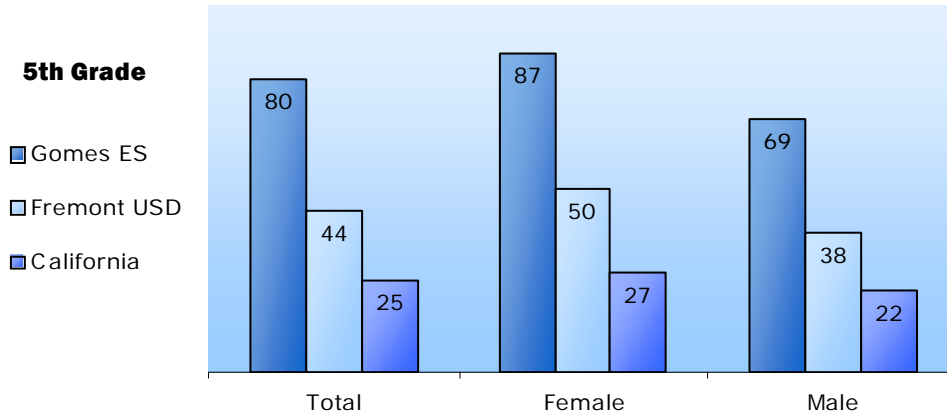
A clear discipline policy is in effect. It provides classroom and school rules accompanied with discipline procedures. The school works closely with parents in order to provide a climate that permits the students to learn and the teachers to teach, without interruptions by other students.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. The results below show the percentage of students in the fifth grade who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met Adequate Yearly Progress Criteria						
Year Tested	Gomes ES			Fremont USD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	❖	❖	Yes	Yes	Yes
Socioeconomically Disadvantaged	❖	❖	❖	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	Yes	Yes	Yes
African American	❖	❖	❖	Yes	Yes	Yes
American Indian or Alaska Native	❖	❖	❖	Yes	Yes	❖
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	❖	❖	❖	Yes	Yes	Yes
Latino	❖	❖	❖	Yes	Yes	Yes
Pacific Islander	❖	❖	❖	Yes	Yes	Yes
White	Yes	Yes	❖	Yes	Yes	Yes

❖ Data are reported only for numerically significant subgroups.



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Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
Statewide Rank	10	10	10
Similar Schools Rank	10	10	10

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	100%	100%	100%
Base Score	947	979	975
Growth Target	★	★	★
From	02-03	03-04	04-05
% Tested	100%	100%	100%
API Growth Score	964	982	983
Actual Growth	17	3	8

Academic Performance Index Subgroups			
	02-03	03-04	04-05
Asian Base Score	963	990	985
Asian Growth Target	★	★	★
Asian Growth Score	974	993	992
Asian Actual Growth	11	3	7
White Base Score	913	952	948
White Growth Target	★	★	★
White Growth Score	938	957	N/A
White Actual Growth	25	5	N/A

N/A Information not available.

★ Because Gomes Elementary School's base score was above 800, the State target, there was no growth target.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	2.44%	

n/a Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.



NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	42	34	47
Full credential —fully credentialed and teaching in subject area	40	34	47
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	1	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	1	0	0
Teachers with emergency permits —not qualified but meeting minimum requirements	2	0	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006 *
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	1	1
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level		
	School	District
Doctorate	2.1%	1.6%
Master’s degree + 30 hrs course work	19.2%	18.0%
Master’s degree	8.5%	9.7%
Bachelor’s degree + 30 hrs course work	53.2%	52.3%
Bachelor’s degree	17.0%	18.1%
Less than Bachelor’s degree	0.0%	0.4%
Total	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	100.0%
All schools in district	97.4%
High-poverty Schools	0.0%
Low-poverty Schools	97.8%

Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators, who are continuously trained in improving instruction. Formal written evaluations are required for tenured teachers every other year. Non-tenured teachers are evaluated yearly. Teachers participate in the design and implementation of the evaluation instruments and processes within the parameters of State law. The evaluation instrument is directly aligned to the California Standards for the Teaching Profession (CSTP). The Assistant Superintendent of Instruction evaluates the principal.

For 2002-03, 2003-04, and 2004-05 we had three days each year dedicated to staff and professional development.

Professional Development

Fremont Unified School District teachers help design and develop curriculum, and staff development programs. Three days outside of school time were used for staff development, as well as two days for parent advisement. In addition, Fremont Unified School District utilizes Saturdays, before and after school, summer and holiday breaks, and other time outside the school day for staff development. The BTSA (Beginning Teacher Support and Assessment) program supports beginning teachers.

Substitute Teachers

When teachers are absent, the district is able to provide qualified substitutes 90 percent of the time. Occasionally, teachers instruct each other’s classes during their preparation period, resulting in a loss of preparatory time.



Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	\$46,779	\$37,061
Mid-Range Teacher Salary	\$64,389	\$58,294
Highest Teacher Salary	\$85,199	\$72,876
Average Principal Salary	\$106,602	\$94,471
Superintendent Salary	\$197,196	\$179,061
% of Budget for Teacher Salaries	48.9%	41.4%
% of Budget for Administrative Salaries	5.8%	5.1%

Note: The most recent fiscal information provided by the State is always at least two years behind.

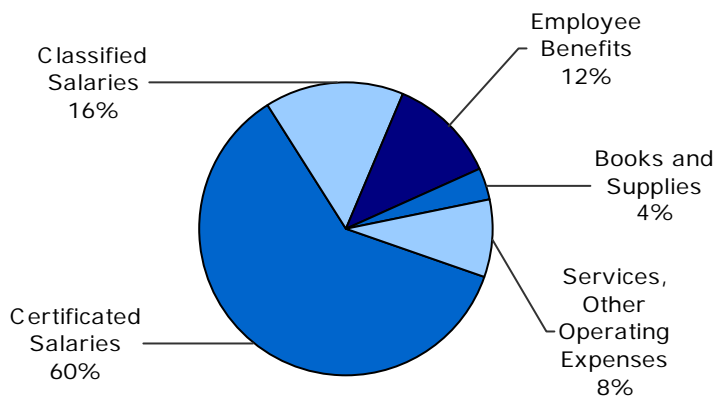
2003–2004 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$73,434	*	*	*	*

2003-2004 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$298.82	\$279.60	\$19.22

2003-2004 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$48.55	*	-60%	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

District Expenditures



Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- English Language Acquisition Program
- California Public School Library Act
- Economic Impact Aid: English Learners [Limited English Proficiency (LEP)]
- Gifted and Talented Education (GATE)
- Instructional Materials
- School Improvement Program
- Gifts and Donation
- Community Redevelopment Projects



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006. Published by *School Innovations & Advocacy* (www.sia-us.com).

