

Fremont Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Fremont Elementary School
Street	1318 Clinton St.
City, State, Zip	Delano, CA 93215-2139
Phone Number	(661) 721-5050
Principal	Teresa M. Cushnyr
E-mail Address	tcushnyr@duesd.org
Web Site	http://www.delanoelem.k12.ca.us/fremont/
CDS Code	15634046009377

District Contact Information	
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
E-mail Address	rrivera@duesd.org
Web Site	www.duesd.org

School Description and Mission Statement (School Year 2018-19)

Fremont School is one of the oldest elementary schools in the Delano Union School District with the current campus open since 1951. The campus is located just west of Highway 99 in Delano, CA. Fremont School serves approximately 528 TK-5 students, as well as two preschool severely handicapped classes and a full day general education preschool class. Our population is 53% English Language Learners, 3% Gifted and Talented, 6% special education, 8% migrant, and 91% Hispanic.

Vision Statement:

Fremont School children will successfully learn grade-level standards daily.

Mission Statement:

The professional learning community at Fremont School will work diligently to maximize the learning and academic achievement of every child.

ELA Goal:

By the end of the 2018-2019 school year, we will increase the percentage of Fremont pupils who read at grade level in grades K-2 by 5%, as measured by the Emergent Literacy Battery (ELB) for Kindergarten and Analytical Reading Inventory for grades 1 & 2.

Grades 3-5 will decrease the percentage of students who are below standard in Reading on the Smarter Balanced Assessment Consortium (SBAC) standardized assessment by 5%.

Math Goal:

By the end of the 2018-2019 school year, 60% of our Fremont pupils in grades K-2 will score an average of 70% or better on the grade level specific math summative assessments, benchmarks

Grades 3-5 will decrease the percentage of students who are below standard on Math Claim 1, concepts and procedures, on the Smarter Balanced Assessment Consortium (SBAC) standardized assessment by 5%.

ELD Goal:

Our goal for the 2018-2019 school year is for all ELLs to increase an average of one level as measured by the English Language Proficiency Assessment for California (ELPAC).

Fremont School provides opportunities for Tier I and Tier II intervention for all students during the regular school day. Struggling students are offered after school intervention as well.

We serve 84 students in the after-school ASES program where students receive 60 minutes of targeted intervention in ELA and math, 30 minutes of additional physical education, and 45 minutes of STEAM-focused enrichment.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	104
Grade 1	78
Grade 2	98
Grade 3	81
Grade 4	89
Grade 5	65
Total Enrollment	515

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	6.8
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	90.9
English Learners	58.4
Students with Disabilities	6.4
Foster Youth	0.2

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	22	23	324
Without Full Credential	2	2	4	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, Benchmark Education Company, Benchmark Advance, 2016	Yes	0
Mathematics	Grades K-6, McGraw Hill My Math 2015	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6. Houghton-Mifflin, History Social Science, 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

At Fremont School, student safety is a top priority. Students are supervised before school by four morning duty aides as well as the vice principal and principal. Students who arrive at the school prior to 7:30 a.m. are held at the front of the school, where they are supervised by aides and administration, or may choose to go to the school library. At 7:30 all students are dismissed to go to either the cafeteria for breakfast or to the playground. The aides are placed throughout the campus to ensure appropriate supervision in all areas of the school. After school, the students are supervised by teachers and other certificated staff and the school’s administration to ensure a proper and safe dismissal.

All school gates are closed between 8:05 a.m. and 2:07 p.m. to prevent unauthorized visitors from entering the campus. All visitors must report to the office and obtain a visitor’s pass to enter the campus during school hours.

Fremont School sits on nearly 20 acres of land, giving the students ample room on the playground. The school has two large play structures, a set of basketball courts, one regulation size soccer field, and a large track. Classrooms are spacious and provide ample room for students, classroom furniture and storage. The school has a large band room and two fully equipped computer labs. The school library is large and can comfortably seat the entire teaching staff of almost 40 teachers. Fremont has a staff lounge for the teachers to use during their recess, lunch, and after-school breaks. There is also a workroom attached to the office for staff use.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 08/20/2018		
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/20/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	40.0	36.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	29.0	23.0	26.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	235	99.16	40.00
Male	120	119	99.17	36.13
Female	117	116	99.15	43.97
Filipino	16	16	100.00	56.25
Hispanic or Latino	217	215	99.08	39.53
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	39.09
English Learners	166	164	98.80	35.37
Students with Disabilities	20	20	100.00	0.00
Students Receiving Migrant Education Services	17	17	100.00	41.18
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	237	100	28.69
Male	120	120	100	32.5
Female	117	117	100	24.79
Filipino	16	16	100	56.25
Hispanic or Latino	217	217	100	27.19
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	221	100	27.6
English Learners	166	166	100	25.3
Students with Disabilities	20	20	100	0
Students Receiving Migrant Education Services	17	17	100	35.29
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing 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 will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.7	26.2	6.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2018-19)

Parent involvement is essential for the success of students. At Fremont School, parents are encouraged to visit or volunteer whenever possible. All parents are encouraged to attend and actively participate in school activities and functions such as: Back-to-School Night, Student-of-the-Month assemblies, Scholastic Book Fairs, Lunch with your child, Family Education Nights, Winter programs, and classroom activities. Parents may also volunteer to be elected as members of the English Learner Advisory Committee and the School Site Council, which participate in the development and updating of the annual School Plan. Every effort is made to keep an open communication with parents. Letters and notices are sent in both English and Spanish, and the office staff is bilingual. Parents of at-risk students are also kept informed of progress by the use of progress reports issued every three weeks. The Fremont Student Assistance Team (SAT) holds meetings twice each month with parents and teachers to develop a plan of action to provide intervention for students. For more information please contact:

Teresa Cushnyr, Principal
 Fremont School
 1318 Clinton Street, Delano CA
 (661) 721-5050

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.3	1.1	2.9	2.8	2.4	2.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan was reviewed with staff on (7/26/18).

Safety is a priority at Fremont School. The school safety plan is reviewed annually, safe practices are discussed, and the staff is encouraged to follow safety procedures, and to be familiar with the site disaster plan. Fremont has a Safety Week in the month of August to practice safety drills for fire, earthquakes, lockdowns, and evacuations. Monthly drills are scheduled throughout the year to remind students of the safety procedures. Fremont School's Safe School Plan contains the following components: an assessment of the current status of school crime, goals for prevention of crime and the promotion of a safe school environment, goals for improving school climate and a safe physical environment, child abuse reporting procedures, the Delano Union School District Disaster Plan, general emergency management practices, the Delano Union School District Elementary Discipline and Safety Procedures Handbook (containing administrative policies for the Delano Union School District), and the school's Site Disaster Plan. The Fremont Safe School Plan is reviewed with and submitted for approval to the School Site Council.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	5		19	1	5		26		4	
1	19	3	1		24		4		26		3	
2	24		4		24		3		25		4	
3	18	4			22	1	4		20	2	2	
4	28		3		22	1	2		30		3	
5	30		3		29		3		33		1	1

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	5	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,604.81	\$1458.31	\$6146.51	\$79,022.20
District	N/A	N/A	\$6884.01	\$74,654
Percent Difference: School Site and District	N/A	N/A	-11.3	3.8
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-61.1	-2.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Fremont School offers a great number of support services to the students. Support personnel include a part-time School Psychologist, Nurse, and two Preschool Moderate/Severe Special Education Teachers. Teachers refer students for interventions through the Student Assistance Team (SAT). This team identifies, monitors, and recommends students for any needed intervention. GATE students attend GATE after-school sessions and participate in the GATE festival. Migrant students also have many support services. They can attend the Summer Academy for extra support and intervention in reading. Migrant students unable to attend the Summer Academy are served through the Migrant Summer Outreach Literacy Program. English Language Learners and Immigrant students are monitored throughout the school year by the Site Resource Teacher. Economic Impact Aid funding provides language development interventions through instructional assistants using the Language for Learning program in all K-1 classrooms containing English Language Learners. Other site funding is used for after-school tutorials for students in all grade levels who are not achieving grade-level standards.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,323	\$50,084
Mid-Range Teacher Salary	\$72,446	\$80,256
Highest Teacher Salary	\$97,457	\$100,154
Average Principal Salary (Elementary)	\$111,829	\$125,899
Average Principal Salary (Middle)	\$116,605	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$202,704	\$222,447
Percent of Budget for Teacher Salaries	33.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2016-2017: 15 days; 2017-2018: 15 days; 2018-2019: 15 days.

All teachers at the Delano Union School District have access to staff development every school year. These staff development opportunities include training in Reading, ELD, Math, Thinking Maps, Writing, and/or Physical Education. Every school site is also responsible for providing its staff with staff development in areas determined by need. The area of need is determined by CELDT scores, district benchmark data, and formative assessments. Based on these criteria, Fremont holds staff development in English Language Development, Reading, and Math. The Principal also meets with teachers individually to discuss instructional goals, and administrators observe classroom lessons. Most staff development is offered either after school during professional development meetings or during the instructional day with the use of substitute teachers. Some professional development has been offered during the summer break when school is not in session.