

Fremont Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Fremont Elementary School
Street	306 E. Tuolumne Street
City, State, Zip	Fowler, CA 93625
Phone Number	(559) 834-6130
Principal	Monica Sigala
E-mail Address	msigala@fowlerusd.org
Web Site	
CDS Code	10-62158-6006027

District Contact Information	
District Name	Fowler Unified School District
Phone Number	(559) 834-6080
Superintendent	Eric Cederquist
E-mail Address	ericd.cederquist@fowlerusd.org
Web Site	www.fowlerusd.org

School Description and Mission Statement (School Year 2017-18)

Mission Statement

The administration, teachers, staff, parents and interested community members will strive to enable each student to develop the academic skills necessary to be successful throughout their educational and professional careers with an understanding that reading, writing and mathematics are the core of this success. This will be accomplished in a nurturing environment that builds responsibility and respect, as well as fosters a sense of giving and duty through service learning.

Principal's Message

At Fremont School, we are proud of the accomplishments of our students and staff, and we continue to look for ways to enhance student achievement. Our students learn in an environment that is positive, safe and clean. Character education is a critical component of our program and includes a substantial service learning component. We provide opportunities to learn outside of the classroom through events like Science Olympiad, Odyssey of the Mind, Lego Robotics, Peach Blossom, Student Council, and service-learning where students apply and expand what they have learned in a different setting. Fremont School has an outstanding after school program that is in high demand. Students in this program have the opportunity to join clubs centered around leadership, sports and special interests.

We believe that all students can achieve at high levels and we have in place many programs to facilitate student learning. We use benchmark assessments in mathematics, English/language arts, and science to adjust our instruction to meet the needs of our students. In addition to regular instruction, we provide intervention to our struggling students in reading and math, as well as advanced learning opportunities for students who are working above grade level. These opportunities take place during the school day and are facilitated by our certificated tutor, teachers, and qualified instructional assistants. Our focus for staff development this year continues to focus on the transition to Common Core. Teachers have participated in professional development centered around mathematics, language arts, and writing. Staff also has received on-going training from our District Technology Coach to embed technology into lesson design. We continue to expand our teachers' understanding of how to implement The Write Tools, a highly structured writing program, in order to provide our students with strategies that will enable them to grow as writers. Teachers have also developed Units of Study built around a blended learning approach that earned us the distinguished California Gold Ribbon Award. In addition, we work in Professional Learning Communities to improve instruction through analysis of local assessment data and collaborative planning.

We strive to create an environment that nurtures strong character and provides a firm academic foundation that will lead to success for the rest of their educational careers, their professional careers and their personal lives. This year Fremont received a Bonner Center for Character and Civic Education Award for implementing an outstanding character education program.

Monica Sigala
Principal

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 3	139
Grade 4	171
Grade 5	145
Total Enrollment	455

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	13
Filipino	0
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	0
White	9.9
Two or More Races	0.7
Socioeconomically Disadvantaged	73
English Learners	30.1
Students with Disabilities	9.5
Foster Youth	0.4

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	21	21	127
Without Full Credential	2	1	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September, 2016

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows that we had a textbook for each student in each core course during the 2011-2012 school year and that those textbooks covered the California Content Standards.

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards. We expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

The main fact about textbooks that the Williams legislation calls for described 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. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study	Yes	0
Mathematics	GO MATH	Yes	0
Science	Studies Weekly	Yes	0
History-Social Science	Studies Weekly	Yes	0
Visual and Performing Arts			N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Fremont School was constructed in 1938. It is well maintained. Our custodial and maintenance staffs work hard to make sure that our students attend school in an environment that is safe and conducive to learning.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page survey form used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, 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)

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: August, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restrooms needed better cleaning
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground swings and steps for play equipment are needing repair

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	43	37	45	42	48	48
Mathematics (grades 3-8 and 11)	33	31	28	29	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	468	98.73	36.54
Male	238	233	97.9	33.91
Female	236	235	99.58	39.15
Black or African American	--	--	--	--
Asian	62	62	100	58.06
Hispanic or Latino	359	354	98.61	30.23
White	48	48	100	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	336	98.53	27.68
English Learners	193	189	97.93	33.33
Students with Disabilities	42	39	92.86	2.56
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	470	99.16	30.85
Male	238	235	98.74	30.21
Female	236	235	99.58	31.49
Black or African American	--	--	--	--
Asian	62	62	100	56.45
Hispanic or Latino	359	356	99.16	24.44
White	48	48	100	47.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	338	99.12	24.85
English Learners	193	191	98.96	25.65
Students with Disabilities	42	39	92.86	2.56
Students Receiving Migrant Education Services	--	--	--	--
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47	60	44	42	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8	23.3	36.3

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Fremont School's Single Plan for Student Achievement is created by the School Site Council (SSC), which includes parents. The English Language Advisory Committee (ELAC) provides parents an opportunity to advise the SSC on issues related to English Learners. Classroom teachers and the library staff are assisted by parents on an ongoing basis. The Fremont-Marshall Parent Teacher Organization (PTO) raises money and coordinates parent volunteers. The PTO always needs new members. REACH, our after school program, also facilitates parent volunteers. To find out how you can volunteer at our school, please contact our Office Manager, Judy Osato, at (559) 834-6130.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2	0.8	0.4	1.6	2.1	1.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our school and grounds are very safe. Staff members monitor the playground before school, at lunch and during recess. We hold students to a high standard of behavior, as demonstrated through our SOAR program. We also supervise students as they leave campus in the afternoon. All visitors enter through the office and sign in and out. We practice fire drills and procedures for other school emergencies, and we review and revise the School Safety Plan annually.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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+
3	23		6		23		7		23		6	
4	30		5		29		5		25	1	6	
5	31		5		31		5		29		5	
Other	3	1			3	1						

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.47	N/A
Resource Specialist	1.7	N/A
Other	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8358	1947	6411	66786
District	N/A	N/A	7317	66881
Percent Difference: School Site and District	N/A	N/A	-12.4	-0.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-2.5	-4.1

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

Types of Services Funded (Fiscal Year 2016-17)

The district nurse is assigned to Fremont one day a week. She coordinates medication at school and provides vision and hearing screening, health education, and first aid. We also have a full-time nurse technician to carry on these duties on a daily basis.

Gifted and Talented Education (GATE): Teachers or parents nominate students for GATE. They are assessed using the Otis Lennon Scholastic Aptitude test, and the Naglieri Nonverbal Scholastic Aptitude test. Students who qualify for GATE receive differentiated instruction within the regular classroom. In addition, identified GATE students have extended learning opportunities such as preparation for, and participation in, the Fresno County Elementary Science Olympiad competition as well as Odyssey of the Mind.

Special Education Program: Our Student Study Team meets to discuss student needs. Team members include our principal, the classroom teacher, the Student Study Team coordinator and the parent. We have one Special Day Class for students with moderate to severe disabilities. We also have 1 full time and 2 part time Resource Specialist Program teachers who work with students identified as having special needs. In addition, we provide speech therapy to students who qualify for the service.

English Learner Program: Teachers certified in Cross-cultural Language and Academic Development (CLAD) provide sheltered instruction in English in classes or groups composed exclusively of English learners. In addition, English learners study English Language Development at their level on a daily basis. A bilingual assistant is available to assist our Spanish-speaking English learners. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC) and participate in our various workshops and programs.

REACH is our after school program which serves students between 3:05 and 6:00 p.m. each school day. The program consists of an educational component, a nutritional component (snack) and an enrichment program daily. Currently there is a waiting list to enroll in the program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,144
Mid-Range Teacher Salary		\$69,119
Highest Teacher Salary		\$86,005
Average Principal Salary (Elementary)		\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)		\$121,395
Superintendent Salary		\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	3%	6%

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)

Primary areas of focus:

With the transition to Common Core State Standards, our Professional development has centered around Common Core training in English Language Arts, Mathematics, Writing, and Technology. We have contracted with Fresno County Office of Education, Tulare County Office of Education, T4Learning, and Write Tools. Teachers are currently working on lesson design that incorporates checking for understanding through the use of justifications and writing.

Methods of training:

Trainings have been completed through the use of Early Release Days/after school workshops, conferences, and In-service days.

Support:

Teachers are supported through the use of a full time academic coach, principal, and part time technology coach. In addition, math, ELA, and ELD consultants are also supportive to classroom teachers needs. Early Release days allow teachers time to meet in Professional Learning Communities to analyze data and design lessons. Through the use of Co-teaching, teachers design lessons together, co-teach, and debrief. This provides feedback to teachers regarding instructional pedagogy that supports our areas of focus.

Data:

Currently we are utilizing data from DIBELS, CST/CELDT, Achieve 3000, Reflex Math, in addition to grade level assessments to determine areas of need. Focus areas are reading and ELD instruction.