

Fremont Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	monica.sigala@fowler.k12.ca.us
Website	www.fowlerusd.org
County-District-School (CDS) Code	10-62158-6006027

Entity	Contact Information
District Name	Fowler Unified School District
Phone Number	(559) 834-6080
Superintendent	Dr. Paul Marietti
Email Address	Paul.Marietti@fowler.k12.ca.us
Website	www.fowlerusd.org

School Description and Mission Statement (School Year 2019-20)

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 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 perfect our best instructional practices, analyze our data in achievement teams, and focus on meeting mastery of ELA and math standards, while ensuring all sub-groups make progress towards mastery as well. 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 iReady, Benchmark, and ELD. Teachers have included a blended learning approach built into our instructional day 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. We are recipients of the 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 2018-19)

Grade Level	Number of Students
Grade 3	152
Grade 4	146
Grade 5	150
Total Enrollment	448

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	9.6
Hispanic or Latino	79.5
White	9.6
Socioeconomically Disadvantaged	77.2
English Learners	29.7
Students with Disabilities	9.8
Foster Youth	0.9
Homeless	1.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	20	133
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

It is policy in Fowler Unified to provide textbooks and instructional materials that are aligned to the California State Standards in all content areas. District adoptions of new curriculum and materials follow the criteria set forth by the California Department of Education. All Fowler Unified students are provided textbooks and supporting materials in each content area. Teachers, academic coaches, and site administrators participate in training on the instructional methodology and implementation of new curriculum. Additional training's support instruction over the course of the adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (adopted 2018), SBE adopted	Yes	0
Mathematics	Houghton Mifflin GoMath (adopted 2014), SBE adopted/ Ready Classroom Math (pilot)	Yes	0
Science	MacMillan McGraw Hill (Adopted in 2007), SBE adopted	Yes	0
History-Social Science	Studies Weekly (adopted 2015), SBE adopted	Yes	0

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

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sinks drain slowly in Room 6. Low water pressure in drinking fountain in Quad area.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	56	51	50	50	50
Mathematics (grades 3-8 and 11)	38	45	34	37	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	439	97.34	2.66	56.04
Male	223	213	95.52	4.48	52.58
Female	228	226	99.12	0.88	59.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	43	93.48	6.52	74.42
Filipino					
Hispanic or Latino	357	349	97.76	2.24	52.72
Native Hawaiian or Pacific Islander					
White	42	42	100.00	0.00	61.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	350	343	98.00	2.00	51.90
English Learners	168	162	96.43	3.57	50.62
Students with Disabilities	49	43	87.76	12.24	44.19
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	441	97.78	2.22	44.67
Male	223	214	95.96	4.04	48.13
Female	228	227	99.56	0.44	41.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	44	95.65	4.35	56.82
Filipino					
Hispanic or Latino	357	351	98.32	1.68	41.60
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	58.54
Two or More Races					
Socioeconomically Disadvantaged	350	342	97.71	2.29	40.06
English Learners	168	164	97.62	2.38	40.24
Students with Disabilities	49	43	87.76	12.24	53.49
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.4	23.1	27.2

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.

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)

Fremont School's School 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	1.6	0.6	1.9	1.4	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school and grounds are safe and secure. 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. The School Safety Plan was last reviewed and discussed with site stakeholders on November 14, 2019.

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	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+
3	23		6		23		6		25		6	
4	25	1	6		28		5		28		5	
5	29		5		27	1	6		26	1	5	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9607	2269	7338	68514
District	N/A	N/A	8073	\$70,587.00
Percent Difference - School Site and District	N/A	N/A	-9.5	0.7
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	2.9	-4.1

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

Types of Services Funded (Fiscal Year 2018-19)

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. This site also has several instructional aides that work closely with students.

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 3:10 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,671	\$46,208
Mid-Range Teacher Salary	\$70,302	\$72,218
Highest Teacher Salary	\$90,323	\$92,742
Average Principal Salary (Elementary)	\$110,775	\$134,864
Average Principal Salary (Middle)	\$116,063	\$118,220
Average Principal Salary (High)	\$132,384	\$127,356
Superintendent Salary	\$186,667	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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, ELD, and technology. We have contracted with Tulare County Office of Education for ELD, iReady/Ready Classroom Math, and Benchmark Advance. Teachers are currently working on lesson design that incorporates checking for understanding through the use of justifications and writing and as well as explaining mathematical reasoning. Trainings have been completed through the use of half days, Early Release Days/after school workshops, conferences, and in-service days.

Support:

Teachers are supported through the use of a full-time guidance instructional specialist, principal, and district 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. New teachers participate in the Induction program and are given additional professional development.

Data:

Currently we are utilizing data from DIBELS, ELPAC, iReady, standards-based assessments, in addition to grade level assessments to determine areas of need.