

Fremont Primary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Fremont Primary School
Street	401 W. Main Street
City, State, Zip	Calipatria, California 92233
Phone Number	(760) 348-5025
Principal	Susan K. Casey
E-mail Address	scasey@calipat.com
Web Site	fps.calipatriahornets.org
CDS Code	13-63107-6103535

District Contact Information	
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
E-mail Address	dkline@calipat.com
Web Site	calipatriahornets.org

School Description and Mission Statement (Most Recent Year)

Fremont Primary School staff members take great pride in the accomplishments of their students and the relationships they develop over the school year. Our students met Adequate Yearly Progress (AYP) targets in mathematics through safe harbor, and all Academic Performance Index (API) targets in English language arts and mathematics in 2012-2013 School Year. No standardized testing results were made available during the 2013-2014 school year. Academic rigor is an integral part of our students' success, along with an environment designed to support the unique growth of each individual student. As a K-4 school, we emphasize reading, writing, language arts, and math. We have implemented the Pearson Reading Street program for language arts, Houghton Mifflin for math, and social studies, along with the McGraw Hill science program. We also supplement our core reading and math programs with additional programs, including Sing, Spell, Read and Write: Phonics; Accelerated Reader; and Accelerated Math. Our first through fourth grade students have the opportunity to participate in our After School Education and Safety (ASES) extended day program, which provides them with many means of academic improvement. We offer afterschool support programs in reading, language, and math, as well as homework tutoring. Certificated and classified staff members support our extended-day programs. Parents are an essential part of all our endeavors, and we encourage you to join our School Site Council and English Language Advisory Committee. We look forward to working with you and our students on another year of academic success!

Susan K. Casey, PRINCIPAL

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	84
Grade 1	62
Grade 2	83
Grade 3	78
Grade 4	68
Total Enrollment	375

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.5
Hispanic or Latino	90.1
Native Hawaiian or Pacific Islander	0.0
White	6.7
Two or More Races	0.5
Socioeconomically Disadvantaged	84.0
English Learners	41.3
Students with Disabilities	5.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	20	20	58
Without Full Credential	0	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.63	4.37
High-Poverty Schools in District	95.63	4.37
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October, 2014

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 calls 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Reading Street Adopted in 2010 Pearson Language Central Adopted in 2010	Yes	0
Mathematics	California Math by Houghton Mifflin Adopted in 2008	Yes	0
Science	McGraw-Hill California Science Adopted in 2007	Yes	0
History-Social Science	Houghton Mifflin History-Social Science Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is maintained in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 91 and 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 97% (90-98.99%) and school rating of Good.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 25, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	4th Grade Bldg restroom has broken p-trap. Spring 2015 maintenance to address repair.
Interior: Interior Surfaces	[X]	[]	[]	Stained ceiling tiles in Room 15 and 14. Work order to replace stained tiles will be completed. An issue is identified in Room 13. Room inspection will be completed and repairs made accordingly by March 2015.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Burnt out lights in Room 1. Lights out in room 26 and 25. Winter 2015 maintenance to address repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Adjust water pressure in room 9 sink. Leaking faucet in room 15. Low water pressure in sink in room 24. Work order will be completed to address repair as part of ongoing building maintenance.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Fire extinguishers in room 17 and 9 have low or no pressure. Work order to replace fire extinguishers by February 2015.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				58	59	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	55	52	47	52	51	54	56	55
Mathematics	74	67	78	47	44	50	49	50	50
History-Social Science				57	58	44	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	7
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	-10	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	-15	9
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-15	12	6
English Learners	1	10	-15
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

We view parents as our partners in their children’s education. Parents support our school in many ways. They volunteer in classrooms, attend our fall Back-to-School Night, parent conferences, and support our homework policy and our afterschool programs. We experience great parental support at our monthly awards assemblies and at student performances. Our School Site Council and English Learner Advisory Committee elected officers help develop and revise the school site plan. Parents are always welcome at our school. To find out more about becoming involved, please contact our school office at (760) 348-5025.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.9	1.2	0.9	13.9	10.9	6.5	0.6	5.1	4.4
Expulsions	0.0	0.0	0.0	5.7	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Our staff monitors school grounds before and after school and during recess. Only one gate near the school office remains unlocked during school hours to limit access to the school grounds. School playground equipment meets safety standards, and teachers routinely go over playground rules with students. Our strict school-wide discipline plan and strong parental support curtail fighting and bullying. An information packet is sent home at the beginning of the year to notify parents of the procedure to sign in at the office any time they wish to visit their children’s classroom. They also receive information from their children’s teacher at Back to School Night. The School Safety Plan was last updated on February 11, 2014. We hold monthly safety meetings and fire drills, quarterly earthquake drills, and yearly bus evacuation drills.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	19.3	4	0	0	19	3			21	1	3	
1	22.3	2	2	0	17	2	3		16	3	1	
2	16.8	4	0	0	18	1	4		17	4	1	
3	19.7	3	0	0	17	2	2		16	5		
4	18	2	2	0	17	2	2		17	2	2	

Note: 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 2013-14)

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

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,329	1,276	4,053	71,740
District	---	---	6,019	\$59,320
Percent Difference: School Site and District	---	---	-32.7	20.9
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-13.6	23.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Fremont Primary School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title II, Title III, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 13-14.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,863	\$38,152
Mid-Range Teacher Salary	\$61,149	\$55,573
Highest Teacher Salary	\$74,779	\$71,908
Average Principal Salary (Elementary)	\$96,603	\$87,660
Average Principal Salary (Middle)	\$103,571	\$92,424
Average Principal Salary (High)	\$109,747	\$93,606
Superintendent Salary	\$124,217	\$116,538
Percent of Budget for Teacher Salaries	38	34
Percent of Budget for Administrative Salaries	8	7

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

Professional Development

We offer staff training seminars throughout the year. With the new Common Core State Standards all teachers have received extensive training from I.C.O.E. in the area of Language Arts. Topics included Close Reading, Expository Reading, and writing. Several Teachers received Common Core State Standard training in Mathematics and provided training for the staff. Training will continue throughout the coming school years. Technology is a focus of our trainings. Teachers learned how to access and use new components of the Accelerated Reader and Accelerated Math programs including English in a Flash. We use an online program called Data Director to collect and analyze data. Teachers have been trained on how to retrieve information and create reports that will help drive their instruction within their classroom. We allot additional time for the district and school site safety plan, as well as CPR and first aid. Our staff and administrators meet weekly to discuss curricula, assessment, teaching strategies, and lesson planning. Teachers meet monthly in grade-level groups to review student work and to plan instruction and assessment for the upcoming month.