

Fremont Primary 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 Primary School
Street	401 W. Main Street
City, State, Zip	Calipatria, California 92233
Phone Number	(760) 348-5025
Principal	Kelley Marmolejo
E-mail Address	kmarmolejo@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 (School Year 2017-18)

Fremont Primary School staff members take great pride in the accomplishments of their students and the relationships they develop over the 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 TK-4 school, we emphasize reading, writing, language arts, and math. We have implemented the Pearson Reading Street program for language arts, McGraw Hill, "My Math" for math, and science, along with Houghton Mifflin for social studies. We also supplement our core reading and math programs with additional programs, including Sing, Spell, Read and Write: Phonics; Accelerated Reader; and Accelerated Math and ALEKS program developed for 3rd - 4th grade students. Title I targeted assistance is available for students struggling with reading and comprehension. 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. Kindergarten students after school program focuses on letter identification, and letter sounds. Parents are an essential part of all our endeavors, and we encourage you to join our School Site Council or 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 2016-17)

Grade Level	Number of Students
Kindergarten	80
Grade 1	72
Grade 2	56
Grade 3	71
Grade 4	62
Total Enrollment	341

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0
Asian	0
Filipino	0.6
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0
White	5.9
Two or More Races	0.9
Socioeconomically Disadvantaged	84.8
English Learners	41.9
Students with Disabilities	8.8
Foster Youth	0.9

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	18	18	17	58
Without Full Credential	1	1	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

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: October, 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys Adopted in 2016 Houghton Mifflin Harcourt Big Day for PreK Adopted in 2016	Yes	0
Mathematics	My Math by McGraw Education Adopted in 2015	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/or in the process of being mitigated. We scored between 84 to 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)

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: December 13, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Burnt out lights in Room 6, 7, 9, and 13. A noted issue in 1st grade restrooms which was not specified. Winter 2018 maintenance to address repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Issues were identified with 10 drinkers and drains in kinder fountains and 4th grade restroom fountains. Winter 2018 maintenance to address repairs.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 13, 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)	21	33	37	44	48	48
Mathematics (grades 3-8 and 11)	26	32	24	26	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	133	129	96.99	33.33
Male	70	68	97.14	32.35
Female	63	61	96.83	34.43
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	111	96.52	34.23
White	--	--	--	--
Socioeconomically Disadvantaged	109	106	97.25	27.36
English Learners	57	55	96.49	27.27
Students with Disabilities	18	18	100	27.78
Students Receiving Migrant Education Services	26	26	100	19.23
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	133	132	99.25	31.82
Male	70	69	98.57	30.43
Female	63	63	100	33.33
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	114	99.13	31.58
White	--	--	--	--
Socioeconomically Disadvantaged	109	109	100	27.52
English Learners	57	57	100	29.82
Students with Disabilities	18	18	100	16.67
Students Receiving Migrant Education Services	26	26	100	19.23
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)						

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.

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)

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 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	0.7	1.3	1.3	5.6	5.3	4.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 November 14, 2016. The most recent site safety improvements have been to eliminate trip and fall hazards on the sidewalks, reduce the elevation difference between the basketball court and playing field, and posted room numbers on the fence to aid in the evacuation process. 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.

Federal Intervention Program (School Year 2017-18)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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+
K	19	2	2		19	3	1		20	2	2	
1	21	1	3		19	3			23		3	
2	21	1	2		16	4			17	3		
3	20	3	1		19	3			18	4		
4	27		3		22		3		19	3		
Other	8	1			12	1			16	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	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	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	\$7,513	\$1,471	\$6,042	\$75,970
District	N/A	N/A	\$5,830	\$70,196
Percent Difference: School Site and District	N/A	N/A	3.6	7.9
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	-8.4	19.6

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,698	\$41,164
Mid-Range Teacher Salary	\$73,802	\$61,818
Highest Teacher Salary	\$90,252	\$84,567
Average Principal Salary (Elementary)	\$119,612	\$96,125
Average Principal Salary (Middle)	\$121,719	\$103,336
Average Principal Salary (High)	\$129,107	\$101,955
Superintendent Salary	\$141,317	\$126,855
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	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)

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 training. Teachers learned how to access and use new components of the Accelerated Reader and Accelerated Math programs including English in a Flash. Teachers have received training on the newly adopted Math and Language Arts programs from the publishers. 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.