



**BULLDOG PRIDE**

# John C. Fremont Elementary

2021 E. Flora St. • Stockton, CA 95205 • (209) 933-7385 • Grades K-8

Joseph Martinez, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
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#### District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

#### District Administration

Ms. Julie Penn  
Superintendent

### Principals Message

Fremont-Lopez Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stake holders in order "To Provide an Environment that Inspires and Supports Student Success, Parental Involvement, and Lifelong Learning." As Fremont-Lopez's leader, I will assist in creating a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, I will seek opportunities to provide and support students, staff, and parents in their quest for academic excellence.

We at Fremont-Lopez Elementary, believe in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Fremont-Lopez Elementary School a high performing school that is challenging, fun, and stimulating for our students. The students involved in the Magnet Program perform twice a year with instruments, drama, and singing.

As we continue this journey together, I would like to recognize the many efforts of our teachers and support staffs, who consistently give their best to the children in our learning community. Teachers are receiving Professional Learning Community training by Solution Tree and are being provided Common Core Training by West ED. in ELA AND mATH. Teachers continue to provide instruction using effective research based instructional program that uses Direct interactive Instruction. As a team we are making a difference in the lives of our children. We have implemented a shared leadership this year at Fremont involving our teacher leaders in each of our initiatives. I commend the staff for their persistent dedication, passion and hard work in assisting our children in their quest to achieve and succeed not only at school but also in their daily lives.

Fremont-Lopez Elementary will continue reaching out to parents and the community in order to create a true learning community, where parents are well-informed of their child's instruction and progress. Through our Back to School Night, Title 1 parent meeting, School Newsletters, Adult English as a Second Language (ESL) classes, English Learners Advisory Committee (ELAC) meetings, School Site Council (SSC) meetings, monthly Parent Coffee Hour meetings, Parent/Teacher Organization (PTO) and Connect-Ed phone message system, we are making every effort possible to fully integrate parents into our vision. Great things lie ahead for this deserving community of learners.

Joseph Martinez, PRINCIPAL

## About the SARC

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 at (209) 933-7385.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	113
Gr. 1	116
Gr. 2	131
Gr. 3	101
Gr. 4	114
Gr. 5	100
Gr. 6	63
Gr. 7	85
Gr. 8	88
<b>Total</b>	<b>911</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.6
Asian	3.8
Filipino	1.3
Hispanic or Latino	81.0
Native Hawaiian/Pacific Islander	0.3
White	7.4
Two or More Races	1.2
Socioeconomically Disadvantaged	94.0
English Learners	49.4
Students with Disabilities	6.4

SOURCE: California Department of Education

## 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			
John C. Fremont Elementary	12-13	13-14	14-15
Fully Credentialed	39	39	36
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
John C. Fremont Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	1	2

\* "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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.42	15.58
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

\* 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.

SOURCE: California Department of Education

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when 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

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006

### School Facility Conditions and Planned Improvements (Most Recent Year)

Fremont-Lopez Elementary has been in existence, since the 1950's. Through the use of Bond monies, there have been many projects completed on site to update and restructure classrooms and restrooms bringing the building up to code. The site has approximately 70 classrooms, and administration offices that are used on a daily basis. Two gyms, a cafeteria/multipurpose room, a library, and a computer lab are in existence and are updated and maintained regularly to meet State regulations. There are several bathrooms located in many areas of the campus and are used for students and staff. Three playground areas have been established to accommodate primary and intermediate children during the lunch and recess times. Stockton Intermediate Alternative School is located in the back of the school campus. Although the school is housed on Fremont's site it is separate and operates on its own.

Through a Healthy Start Grant a Fremont Parent Center was established to accommodate families and students with health care services. This center was created over a decade ago and is self-sustaining. The center is used to house our School Nurse, School Psychologist, Speech Therapist and other outside community partners who provide special services for our families.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Deep cleaning is planned throughout the year. Break time is used to provide the necessary deep cleaning that can only occur when students and teachers are absent from the site.

### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. As we continue to have budget cuts from the State, the principal and assistant principal are always looking for more effective and efficient ways to ensure that the quality of cleaning is a priority for our site.

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 Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/16/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	rm-13: missing ceiling tiles, water stains on light cover. rm-23: baseboard RR coming off, stain on ceiling tile, toilet leaking. rm-35: broken floor tile, entry way, light out. rm-39: loose and stained ceiling tile. rm-57: curtain of track. rm-66: water stains on ceiling tile. overall: cracked floor tile in main hallway, missing ceiling tile in hallway and office.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	rm-23: toilet leaking.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ ]	[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.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	24	16	17	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) 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.

SOURCE: California Department of Education

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	22	19	22	36	38	37	54	56	55
Math	24	24	18	34	34	34	49	50	50
HSS	15	13	20	26	27	27	48	49	49

\* 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	1

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

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.1	15.1	31.2
7	29.5	22.7	21.6

\* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	17
Male	16
Female	18
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	18
Native Hawaiian/Pacific Islander	
White	21
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	2
Students with Disabilities	
Students Receiving Migrant Education Services	

\* 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-21	-29	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-20	-27	6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-21	-30	10
English Learners	-17	-30	12
Students with Disabilities			

\* "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

SOURCE: California Department of 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

Each school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- After School Programs
- Rosetta Stone
- Saturday School
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner Instruction and Support (ELD)
- English as a Second Language for Adults (ESL)
- Family Health Centers and programs when and where available
- Parent Resource Center
- Parent Coffee Hour
- Parent/Student conferences when possible
- Parent/Teacher Organizations (PTO)
- School Site Council (SSC)
- University of the Pacific (student volunteers)
- Parenting Partners
- Site Contact Personnel (Caroline Coronado)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community should call the school's office at (933-7385).

### 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.

### School Safety Plan

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. We complete a site review with the district Safety Inspection Checklist which occurs quarterly.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management for Schools (REMS) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

A safety team has been formed and meets three times a year. During the meetings the team analyzes safety data, plans table top discussions, discuss safety issues, address concerns and creates policies and procedures to provide a safer environment for our students and staff.

Every effort is made to ensure students are monitored while on campus throughout the school day. Our Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The custodian inspects the grounds before the students come on campus. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	8.5	15.0	22.3
Expulsions Rate	0.5	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

**SOURCE: California Department of Education**

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
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		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

\* 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.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.62
Psychologist	.50
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	1.0
Other	2.8
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31.3	19	17	0	6	10	4	1		0		
Gr. 1	30	25	28	0	1		4	4	6	0		
Gr. 2	29.5	26	24	0	1	2	4	3	6	0		
Gr. 3	28.3	25	24	1	1		3	4	6	0		
Gr. 4	24	27	26	1	1	1	3	1	5	0	2	
Gr. 5	27.3	29	27	1		1	2	2	1	0	1	3
Gr. 6	29.3	30	24	0		1	2	3	2	1		
Other	0			3			0			0		
English	28.4	20	32	1	8		2	4	1	2		
Math	33	20	24	0	4	2	0	4	4	1		
Science	0	27		0	1		0	4		0		
SS	30.3	20		0	4		2	1		1		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education



**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,494	\$2,713	\$3,781	\$49,399
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-24.1	-19.3
Percent Difference: School Site/ State			-19.4	-30.1

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at John C. Fremont Elementary**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at John C. Fremont Elementary**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development for West Ed. , Turn Around Arts, Instructional coaches provide on going PD to teacher.

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.