

Fremont Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Fremont Elementary School
Street	1318 Clinton Street
City, State, Zip	Delano, CA 93215-2139
Phone Number	(661) 721-5050
Principal	Martha Barajas
Email Address	mbarajas@duesd.org
School Website	www.duesd.org/fremont
Grade Span	K-5
County-District-School (CDS) Code	15634046009377

2024-25 District Contact Information	
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website	www.duesd.org

2024-25 School Description and Mission Statement
<p>Fremont School is one of the oldest elementary schools in the Delano Union School District with the current campus open since 1951. The campus is located just west of Highway 99 in Delano, CA. Fremont School serves approximately 480 TK-5th grade students, as well as one preschool severely handicapped special education classes and a full day general education preschool class. We also have on our campus two K-2 Mod/Severe Special Education Class. Our population is 50.1% English Language Learners, 11.2% special education, 0.7% foster youth, 3.5% homeless, and 89.9% Hispanic. We also have 97.7% of our population is socioeconomically disadvantaged. The Fremont Elementary School Professional Learning Community (PLC) has made a commitment to help every pupil achieve high levels of academic success, increase parent and community</p>

2024-25 School Description and Mission Statement

involvement, and build a stronger sense of school community. Fremont believes that in order for every pupil to achieve their goals we must remove the barriers to learning.

Vision Statement:
Fremont School children will successfully learn grade-level standards daily.

Mission Statement:
The professional learning community at Fremont School will work diligently to maximize the learning and academic achievement of every child.

GOALS for the 2024-2025 School year:

ELA
75% of our TK pupils will master grade-level appropriate reading skills as measured by the Emerging Literacy Battery (ELB) and pre-school foundations local assessments.

75% of pupils in grades K-5 will demonstrate continuous growth as measured by the Emerging Literacy Battery (ELB), the Analytical Reading Inventory (ARI), and local assessments.
Pupils in grades K-5 will demonstrate a 3% growth from the beginning of the year as measured by the Analytical Reading Inventory (ARI).

As a whole, pupils in grades 3rd-5th will show an increase of 3% of pupils in the met/exceeded standard as measured by the CAASSP ELA. All students in grades 3rd-5th:
13% Exceeded Standard
17% Met the standard
20% Nearly Met Standard
50% Standard was not met

MATH & SCIENCE
During the 2024-2025 school year:
85% of TK pupils will master the quarterly math assessment
75% of pupils in grades K-5 will demonstrate continuous growth as measured by local assessments.

By the end of the 2024-2025 school year, as a whole, pupils in grades 3rd-5th will show an increase of 3% of pupils in the areas listed below with an emphasis of bring down the percent of pupils not meeting the standard in Math as measured by the CAASPP. All students in grades 3rd-5th:
9% Exceeded Standard
16% Met the standard
29% Nearly Met Standard
46% Standard was not met

Pupils in 5th grade will show an increase of 3% meet or exceed the standard and a decrease in the Below grade level in Science on the California Science Test (CAST):
5th Grade:
30% of pupils Met/Exceeded Grade level;
51% of pupils were Near Grade level;
19% of pupils were Below Grade level

ELD
Our goal for the 2024-2025 school year, is to show an increase3% increase in those English learners who either maintain or made progress and a 6% decrease in those English learners who decrease at least one ELPI level.

In addition, our goal is to reclassify a minimum of 20 English Language Learners.

PARENT INVOLVEMENT:
Fremont School will support parent participation and learning opportunities for students and parents by providing opportunities for parents to learn how to help their children and improve parent participation by at least 10%.

LEARNING ENVIRONMENT:
All students at Fremont Elementary School will be provided a safe and secure learning environment that is engaging and

2024-25 School Description and Mission Statement

stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	74
Grade 2	69
Grade 3	64
Grade 4	68
Grade 5	71
Total Enrollment	457

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.2
Filipino	6.6
Hispanic or Latino	89.9
Two or More Races	0.4
White	0.9
English Learners	50.1
Foster Youth	0.7
Homeless	3.5
Migrant	5.9
Socioeconomically Disadvantaged	91.7
Students with Disabilities	11.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.26	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.53	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	17.50	6.15	18854.30	6.86
Total Teaching Positions	19.00	100.00	286.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	94.74	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.26	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	2.05	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	30.10	9.29	15831.90	5.67
Total Teaching Positions	19.00	100.00	324.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	95.00	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.50	7.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.00	18.70	6.03	14303.80	5.15
Total Teaching Positions	20.00	100.00	311.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, Benchmark Education Company, Benchmark Advance, 2016	Yes	0
Mathematics	Grades K-6, McGraw Hill My Math 2015	Yes	0
Science	Grades K-6, Stem Taught Science	Yes	0
History-Social Science	Grades K-6. Pearson My World History-Social Science , 2019	Yes	0

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

School Facility Conditions and Planned Improvements

At Fremont School, student safety is a top priority. Students are supervised before school by noon duty aides as well as the vice principal and principal. Principal and Vice Principal greet students and parents every morning on the two different entrances of the school. Students who arrive at the school prior to 7:30 a.m. are held at the front of the school, where they are supervised by aides and the administration. At 7:30 all students are dismissed to go to the playground to play and they line up at 7:55 a.m. The aides are placed throughout the campus to ensure appropriate supervision in all areas of the school. After school, the students are supervised by teachers and other certificated staff, and the school's administration to ensure a proper and safe dismissal.

All school gates are closed between 8:00 a.m. and 2:07 p.m. to prevent unauthorized visitors from entering the campus. Gates also remain locked from 2:30-6:00 due to students on campus for after school POWER program. All visitors must report to the office and obtain a visitor's pass to enter the campus during school hours.

Fremont School sits on nearly 20 acres of land, giving the students ample room on the playground. The school has two large play structures, a set of basketball courts, one regulation-size soccer field, and a large track. Classrooms are spacious and provide ample room for students, classroom furniture, and storage. The school has a large band room, a piano lab, and a math lab. The school library is large and can comfortably seat the entire teaching staff of 25 teachers. Fremont has a staff lounge for the teachers to use during their recess, lunch, and after-school breaks. There is also a workroom attached to the office for staff use.

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			8/2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<ul style="list-style-type: none"> Restroom tiles and battery to be replaced. On 8/15/24, tiles and battery replaced. Restroom hand dryer base plate rusty. On 8/15/24, base replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	25	29	42	47	46	47
Mathematics (grades 3-8 and 11)	20	25	30	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	206	96.26	3.74	28.64
Female	97	93	95.88	4.12	36.56
Male	117	113	96.58	3.42	22.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	196	189	96.43	3.57	28.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	108	94.74	5.26	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	190	96.94	3.06	27.89
Students Receiving Migrant Education Services	21	20	95.24	4.76	25.00
Students with Disabilities	16	14	87.50	12.50	7.14

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	210	98.59	1.41	24.76
Female	97	95	97.94	2.06	22.11
Male	116	115	99.14	0.86	26.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	195	192	98.46	1.54	21.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	112	99.12	0.88	15.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	194	99.49	0.51	23.20
Students Receiving Migrant Education Services	21	21	100.00	0.00	14.29
Students with Disabilities	16	14	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.32	25.68	26.05	26.61	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	25.68
Female	38	37	97.37	2.63	24.32
Male	37	37	100.00	0.00	27.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	35	34	97.14	2.86	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	67	100.00	0.00	23.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Parent involvement is essential for the success of students. At Fremont School, parents are encouraged to participate in their child's education whenever possible. All parents are encouraged to attend and actively participate in school activities and functions such as: Back-to-School Night, Parent teacher Conferences, Student-of-the-Month assemblies, Scholastic Book Fairs, lunch with your child, family education nights, school carnivals, Winter programs, Parent education nights, and classroom activities. Parents may also volunteer to be elected as members of the English Learner Advisory Committee and the School Site Council, which participate in the development and updating of the annual School Plan. Every effort is made to maintain open communication with parents. Letters and notices are sent in both English and Spanish, and the office staff is bilingual. Notices are also posted on all social media platforms, which include but not limited to, Facebook, Class Dojo, Parent Square, and School Website. Parents of at-risk students are also kept informed of progress by the use of progress reports. The Fremont Student Assistance Team (SAT) holds meetings twice each month with parents and teachers to develop a plan of action to provide intervention for students. For more information please contact:</p> <p>Martha Barajas, Principal Fremont School 1318 Clinton Street, Delano CA (661) 721-5050</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	507	34	6.7
Female	264	247	19	7.7
Male	273	260	15	5.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	34	32	2	6.3
Hispanic or Latino	479	455	30	6.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	291	276	11	4.0
Foster Youth	--	--	--	--
Homeless	26	24	4	16.7
Socioeconomically Disadvantaged	494	467	32	6.9
Students Receiving Migrant Education Services	52	48	1	2.1
Students with Disabilities	67	63	5	7.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.22	0.2	0.19	1.3	1.82	2.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.34	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety Plan was reviewed with staff and parents on January 29, 2024 and was board approved in February 2024.

Safety is a priority at Fremont School. The school safety plan is reviewed annually, safe practices are discussed, and the staff

2024-25 School Safety Plan

is encouraged to follow safety procedures, and to be familiar with the site disaster plan. Fremont has a Safety Week in the month of August and in January to practice safety drills for fire, earthquakes, lockdowns, and evacuations. Monthly drills are scheduled throughout the year to remind students of the safety procedures. Fremont School's Safe School Plan contains the following components: an assessment of the current status of school crime, goals for prevention of crime and the promotion of a safe school environment, goals for improving school climate and a safe physical environment, child abuse reporting procedures, the Delano Union School District Disaster Plan, general emergency management practices, the Delano Union School District Elementary Discipline and Safety Procedures Handbook (containing administrative policies for the Delano Union School District), and the school's Site Disaster Plan. The Fremont Safe School Plan is reviewed and submitted for approval to the School Site Council.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21		3	
2	22		3	
3	21		3	
4	24		3	
5	22	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		3	
2	21	1	2	
3	22		3	
4	23		3	
5	25		3	
Other	12	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	3	
1	16	2	3	
2	24	1	3	1
3	27	1	2	1
4	27		4	1
5	28		4	1
Other	28	1		1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,203.34	\$3,447.29	\$7,756.05	\$87,461.88
District	N/A	N/A	7,744.50	\$89,828
Percent Difference - School Site and District	N/A	N/A	0.1	-2.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-32.5	-9.6

Fiscal Year 2023-24 Types of Services Funded

Fremont School offers a great number of support services to the students. Support personnel includes a shared School Psychologist, an onsite School Social Worker, District Marriage and Family Therapist, shared Nurse, and two Preschool Moderate/Severe Special Education Teachers. We also have a K-1 Mod/Severe class on campus. Teachers refer students for interventions through the Student Assistance Team (SAT). This team identifies, monitors, and recommends students for any needed intervention. GATE students attend GATE after-school sessions and participate in the GATE festival. GATE students are referred at the end of each school year by their teacher. Migrant students also have many support services. They can attend the Summer and Winter Academy for extra support and also receive intervention in reading and math. Migrant students unable to attend the Summer and/or Winter Academy are served through the Migrant Summer Outreach Literacy Program. English Language Learners and Immigrant students are monitored throughout the school year by the Site Resource Teacher. Economic Impact Aid funding provides language development interventions through instructional assistants using the Language for Learning program in all K-1 classrooms containing English Language Learners. Other site funding is used for after-school tutorials for students in all grade levels who are not achieving grade-level standards.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,966	\$58,553
Mid-Range Teacher Salary	\$86,610	\$93,924
Highest Teacher Salary	\$115,071	\$119,489
Average Principal Salary (Elementary)	\$134,823	\$149,898
Average Principal Salary (Middle)	\$140,218	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$256,000	\$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2022-2023: 15 days; 2023-2024: 15 days; 2024-2025: 15 days

All teachers at the Delano Union School District have access to staff development every school year. These staff development opportunities include training in Reading, ELD, Math, Thinking Maps, Writing, and/or Physical Education. Every school site is also responsible for providing its staff with staff development in areas determined by need. The area of need is determined by ELPAC scores, district benchmark data, and formative assessments. Based on these criteria, Fremont holds staff development in English Language Development, Reading, and Math. The Principal also meets with teachers individually to discuss instructional goals, and administrators observe classroom lessons. Most staff development is offered either after school during professional development meetings or during the instructional day with the use of substitute teachers. Some professional development has been offered during the summer break when school is not in session.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15