

# JOHN C. FREMONT ELEMENTARY SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
School Name	John C. Fremont Elementary	District Name	Glendale Unified
Street	3320 Las Palmas Ave.	Phone Number	(818) 241-3111
City, State, Zip	Glendale, CA, 91208-1525	Web Site	www.gusd.net
Phone Number	(818) 249-3241	Superintendent	Dr. Richard Sheehan
Principal	Christin Walley, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	cwalley@gusd.net	CDS Code	19645686013684

## School Description and Mission Statement (School Year 2011–12)

John C. Fremont Elementary School, a nurturing, learning environment that values the special talents of each student, will empower students to realize their personal potential, build character, develop independence, and become responsible decision makers, through varied experiences and active learning, utilizing the combined efforts of family, school and community. We are dedicated to achieving the following objectives: All students will apply concepts and skills to solve real life problems. All students will experience personal success. All students will display a positive attitude toward learning.

## Opportunities for Parental Involvement (School Year 2011–12)

Parents and the community are very supportive of the educational programs at Fremont Elementary School. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA), Parents and Community for Fremont, The Creative Source, Gwendolyn Sexton Foundation, Mobil Oil, and Domino's Pizza.

Room representatives are the most important link between the activities of the school, the PTA, and the parents. A room representative assists with field trips, recruits parent volunteers, and helps with other activities and events as needed. PAC, our school foundation, meets once a month in the evenings to allow working parents a chance to be involved in their child's education.

The Fremont School Site Council is composed of ten members: the principal, five parents elected by parents, and four staff members elected by school staff. The School Site Council meets four times each year. Its purpose is to help develop, recommends, and implement the School Plan. All meetings of the School Site Council are open, and interested parents are encouraged to attend.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	71	Grade 8	
Grade 1	100	Ungraded Elementary	
Grade 2	104	Grade 9	
Grade 3	104	Grade 10	
Grade 4	112	Grade 11	
Grade 5	111	Grade 12	
Grade 6	111	Ungraded Secondary	
Grade 7		Total Enrollment	713

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.3%
Asian	18.8%
Filipino	3.1%
Hispanic or Latino	15.6%
Native Hawaiian or Pacific Islander	0.0%
White	58.3%

<b>Two or More Races</b>	2.8%
<b>Socioeconomically Disadvantaged</b>	18.0%
<b>English Learners</b>	27.9%
<b>Students with Disabilities</b>	6.0%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20	4	0	0	22.8	1	3	0	23.7	0	3	0
<b>1</b>	21	2	2	0	24.0	0	4	0	23.5	0	4	0
<b>2</b>	20	4	1	0	23.3	0	4	0	23.8	0	5	0
<b>3</b>	20	5	0	0	24.0	0	4	0	23.5	0	4	0
<b>4</b>	34	0	0	3	34.0	0	0	3	36.7	0	0	3
<b>5</b>	33	0	1	2	29.5	1	0	3	36.7	0	0	3
<b>6</b>	33	0	1	2	34.7	0	0	3	26.3	1	0	2
<b>Other</b>									36.0	0	0	1

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

## III. School Climate

### School Safety Plan (School Year 2011–12)

Safety of students and staff is a primary concern of Fremont Elementary School. Administrators, teachers, noon aides, instructional assistants, and parent volunteers supervise students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass, which must be displayed at all times.

The School Site Safety Plan is evaluated and was revised in March of 2012 by members of the Site Safety Committee, and all revisions are shared immediately with staff members. Key elements of the plan include, disaster response procedures, procedures for safe ingress and egress from school, child abuse reporting procedures, sexual harassment policy, and dress code policy.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	3	1	3	24	6	6
<b>Expulsions</b>	0	0	0	0	0	0

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

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

Originally constructed in 1926, Fremont Elementary School is currently situated on 3.62 acres and comprises 27 classrooms, a library, one computer lab, a cafeteria, an auditorium, an outdoor lunch area, grassy play areas, a blacktop playground, and administrative offices.

Fremont provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms, food service areas and rest rooms. A joint effort between the students and the staff helps keep the campus clean and litter free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. During the 2009-2010 school year, the roof was repaired. As part of a five-year plan, Fremont Elementary is scheduled to receive exterior light replacements, tile floor coverings, asphalt paving, and a water line between 2006 and 2010.

### School Facility Good Repair Status (School Year 2012–13) as of: 1/22/13

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<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>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	30	27	28	1,110
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		

<b>Library Media Services Staff (paraprofessional)</b>		
<b>Psychologist</b>	.4	
<b>Social Worker</b>		
<b>Nurse</b>	.2	
<b>Speech/Language/Hearing Specialist</b>	.8	
<b>Resource Specialist (non-teaching)</b>		
<b>Other</b>		

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: December 2012**

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	Houghton Mifflin-Reading-California/2003 McDougall Littell-the Language of Literature/2003	Yes	0%
<b>Mathematics</b>	MacMillian McGraw-Hill-Everyday Mathematics/1997	Ye	0%
<b>Science</b>	MacMillian McGraw-Hill-California Science/2007 Prentice Hall-California Earth Science/2007	Yes	0%
<b>History-Social Science</b>	Harcourt-Reflections: California Series/2006 MacMillina McGraw-Hill-California Vistas/2006 McDougall Littell-World Hisotry: Ancient Civilizations/2006	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,855	\$1,413	\$3,443	\$69,393
District			\$4,101	\$70,145
Percent Difference – School Site and District			-16%	-1%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-37%	1%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program including Gifted and Talented Education and support for English Language Learners. Strong PTA and school foundation (PAC) support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754
Superintendent Salary	\$259,000	\$223,357

<b>Percent of Budget for Teacher Salaries</b>	41.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	80%	78%	83%	66%	68%	71%	52%	54%	56%
<b>Mathematics</b>	81%	79%	81%	63%	64%	67%	48%	50%	51%
<b>Science</b>	74%	82%	80%	68%	72%	73%	54%	57%	60%
<b>History-Social Science</b>	0%	0%	0%	60%	63%	61%	44%	48%	49%

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.



## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	83%	81%	80%	0%
Male	77%	76%	84%	0%
Female	89%	87%	76%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	90%	91%	87%	0%
Filipino	94%	81%	0%	0%
Hispanic or Latino	75%	75%	73%	0%
Native Hawaiian or Pacific Islander				
White	81%	78%	81%	0%
Two or More Races	94%	100%	0%	0%
Socioeconomically Disadvantaged	67%	62%	68%	0%
English Learners	64%	64%	55%	0%
Students with Disabilities	57%	48%	0%	0%
Students Receiving Migrant Education Services				

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	10	9
Similar Schools	5	9	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	39	-11	13
Black or African American			
American Indian or Alaska Native			
Asian	33	1	-8
Filipino			
Hispanic or Latino	51		
Native Hawaiian or Pacific Islander			
White	37	-14	12
Two or More Races			
Socioeconomically Disadvantaged	112	-46	19
English Learners	42	-4	-14
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.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	529	913	19,456	858	4,664,264	788
Black or African American	2		238	836	313,201	710
American Indian or Alaska Native	2		41	840	31,606	742
Asian	106	941	2,376	946	404,670	905
Filipino	16	926	1,308	895	124,824	869
Hispanic or Latino	77	891	4,395	790	2,425,230	740

<b>Native Hawaiian or Pacific Islander</b>	0		21	888	26,563	775
<b>White</b>	310	907	10,834	862	1,221,860	853
<b>Two or More Races</b>	12	963	204	921	88,428	849
<b>Socioeconomically Disadvantaged</b>	95	846	9,348	808	2,779,680	737
<b>English Learners</b>	150	870	7,710	783	1,530,297	716
<b>Students with Disabilities</b>	41	727	1,684	658	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

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

3 school days are dedicated for staff development.