

# John C. Fremont Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	John C. Fremont Elementary
<b>Street</b>	3320 Las Palmas Ave.
<b>City, State, Zip</b>	Glendale, Ca, 91208-1525
<b>Phone Number</b>	818-249-3241
<b>Principal</b>	Christin Walley, Principal
<b>E-mail Address</b>	<a href="mailto:cwalley@gusd.net">cwalley@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013684

*Last updated: 1/5/2016*

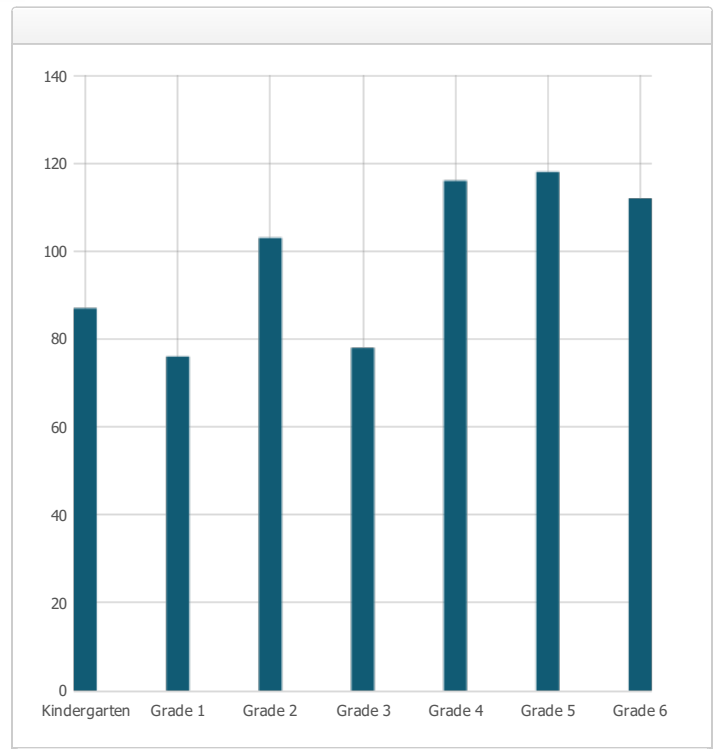
### School Description and Mission Statement - Most Recent Year

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.

*Last updated: 1/5/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

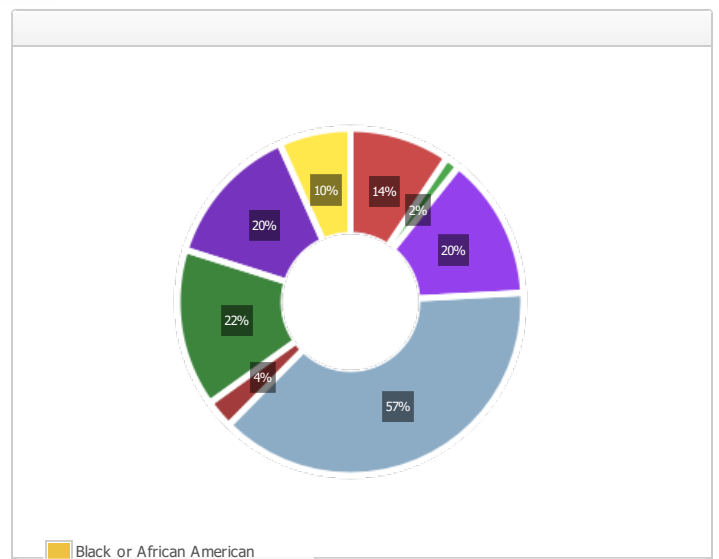
Grade Level	Number of Students
Kindergarten	87
Grade 1	76
Grade 2	103
Grade 3	78
Grade 4	116
Grade 5	118
Grade 6	112
<b>Total Enrollment</b>	<b>690</b>



Last updated: 1/5/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.3 %
Asian	14.3 %
Filipino	2.9 %
Hispanic or Latino	20.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	57.1 %
Two or More Races	4.2 %
Socioeconomically Disadvantaged	22.9 %
English Learners	20.1 %
Students with Disabilities	10.1 %
Foster Youth	0.1 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/5/2016

## A. Conditions of Learning

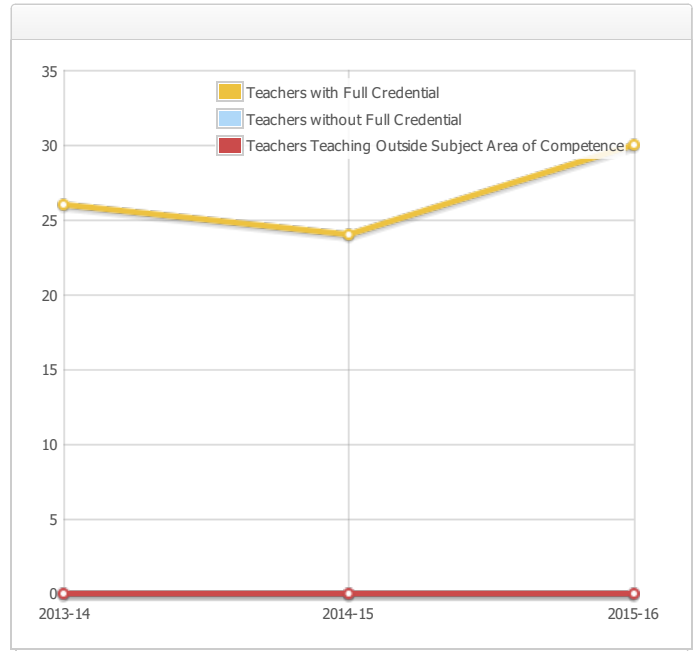
### State Priority: Basic

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

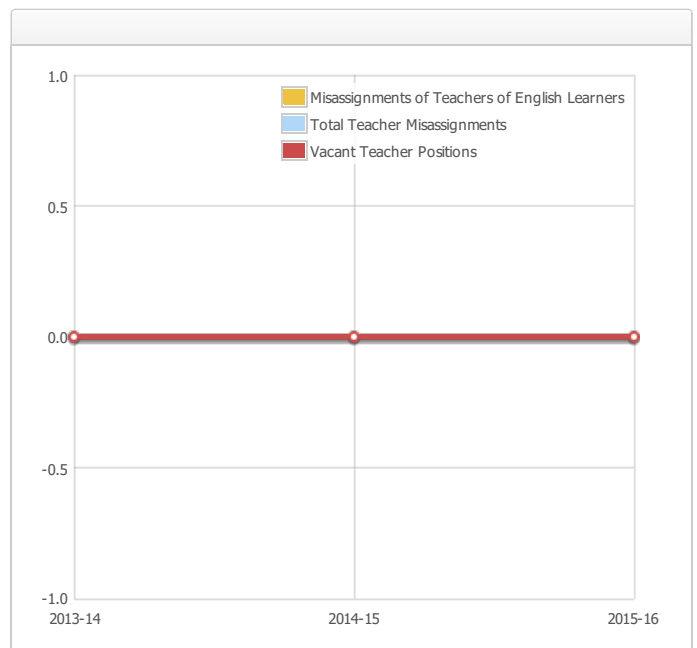
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	24	30	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/5/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/5/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin-Reading-California/2003 McDougal Liteell - The Lanugae of Literature/2003	Yes	0.0 %
Mathematics	MacMillian McGraw-Hill- Everyday Mathematics/1997	Yes	0.0 %
Science	MacMilliam McGraw-Hill-California Science/2007 Prentice Hall- California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillian McGraw-Hill-California Vistas/2006 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

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. In June of 2016, construction on a new two-story 20 classroom permanent structure will replace the portable gungalows on the upper and lower yard.

*Last updated: 1/5/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	peeling paint, stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	floor tiles in boys' restroom need to be replaced
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	61.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	78	78	100.0%	13.0%	24.0%	23.0%	40.0%
Male	78	45	57.7%	13.0%	31.0%	22.0%	33.0%
Female	78	33	42.3%	12.0%	15.0%	24.0%	48.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	78	12	15.4%	8.0%	8.0%	8.0%	75.0%
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	16	20.5%	6.0%	25.0%	25.0%	44.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	78	46	59.0%	15.0%	28.0%	24.0%	33.0%
Two or More Races	78	2	2.6%	--	--	--	--
Socioeconomically Disadvantaged	78	12	15.4%	25.0%	25.0%	17.0%	33.0%
English Learners	78	15	19.2%	20.0%	27.0%	13.0%	40.0%
Students with Disabilities	78	7	9.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	109	107	98.2%	15.0%	15.0%	30.0%	40.0%
Male	109	52	47.7%	19.0%	13.0%	35.0%	33.0%
Female	109	55	50.5%	11.0%	16.0%	25.0%	47.0%
Black or African American	109	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	12	11.0%	8.0%	17.0%	33.0%	42.0%
Filipino	109	3	2.8%	--	--	--	--
Hispanic or Latino	109	24	22.0%	17.0%	25.0%	38.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	60	55.0%	17.0%	13.0%	27.0%	43.0%
Two or More Races	109	7	6.4%	--	--	--	--
Socioeconomically Disadvantaged	109	30	27.5%	23.0%	23.0%	23.0%	30.0%
English Learners	109	32	29.4%	28.0%	13.0%	38.0%	22.0%
Students with Disabilities	109	6	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	119	106	89.1%	15.0%	13.0%	21.0%	51.0%
Male	119	62	52.1%	21.0%	18.0%	18.0%	44.0%
Female	119	44	37.0%	7.0%	7.0%	25.0%	61.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	119	16	13.4%	25.0%	6.0%	6.0%	63.0%
Filipino	119	2	1.7%	--	--	--	--
Hispanic or Latino	119	20	16.8%	20.0%	20.0%	15.0%	45.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	119	61	51.3%	13.0%	8.0%	30.0%	49.0%
Two or More Races	119	7	5.9%	--	--	--	--
Socioeconomically Disadvantaged	119	26	21.8%	27.0%	23.0%	23.0%	27.0%
English Learners	119	13	10.9%	31.0%	31.0%	31.0%	8.0%
Students with Disabilities	119	7	5.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/5/2016

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	107	104	97.2%	15.0%	18.0%	39.0%	27.0%
Male	107	53	49.5%	21.0%	23.0%	36.0%	21.0%
Female	107	51	47.7%	10.0%	14.0%	43.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	107	2	1.9%	--	--	--	--
Asian	107	19	17.8%	21.0%	16.0%	37.0%	26.0%
Filipino	107	4	3.7%	--	--	--	--
Hispanic or Latino	107	17	15.9%	24.0%	24.0%	24.0%	29.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	58	54.2%	14.0%	19.0%	43.0%	24.0%
Two or More Races	107	4	3.7%	--	--	--	--
Socioeconomically Disadvantaged	107	26	24.3%	38.0%	23.0%	23.0%	15.0%
English Learners	107	13	12.1%	46.0%	31.0%	23.0%	0.0%
Students with Disabilities	107	7	6.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	78	78	100.0%	13.0%	22.0%	32.0%	33.0%
Male	78	45	57.7%	9.0%	24.0%	27.0%	40.0%
Female	78	33	42.3%	18.0%	18.0%	39.0%	24.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	78	12	15.4%	8.0%	8.0%	33.0%	50.0%
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	16	20.5%	19.0%	19.0%	44.0%	19.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	78	46	59.0%	9.0%	28.0%	28.0%	35.0%
Two or More Races	78	2	2.6%	--	--	--	--
Socioeconomically Disadvantaged	78	12	15.4%	42.0%	25.0%	33.0%	0.0%
English Learners	78	15	19.2%	13.0%	33.0%	40.0%	13.0%
Students with Disabilities	78	7	9.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	109	107	98.2%	8.0%	33.0%	36.0%	23.0%
Male	109	52	47.7%	12.0%	29.0%	35.0%	25.0%
Female	109	55	50.5%	5.0%	36.0%	36.0%	22.0%
Black or African American	109	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	12	11.0%	8.0%	25.0%	33.0%	33.0%
Filipino	109	3	2.8%	--	--	--	--
Hispanic or Latino	109	24	22.0%	8.0%	54.0%	38.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	60	55.0%	8.0%	30.0%	37.0%	25.0%
Two or More Races	109	7	6.4%	--	--	--	--
Socioeconomically Disadvantaged	109	30	27.5%	10.0%	40.0%	33.0%	17.0%
English Learners	109	32	29.4%	19.0%	34.0%	25.0%	22.0%
Students with Disabilities	109	6	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	119	105	88.2%	11.0%	30.0%	18.0%	40.0%
Male	119	61	51.3%	15.0%	34.0%	15.0%	36.0%
Female	119	44	37.0%	7.0%	25.0%	23.0%	45.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	119	16	13.4%	6.0%	31.0%	6.0%	56.0%
Filipino	119	2	1.7%	--	--	--	--
Hispanic or Latino	119	19	16.0%	5.0%	58.0%	5.0%	32.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	119	61	51.3%	15.0%	21.0%	25.0%	39.0%
Two or More Races	119	7	5.9%	--	--	--	--
Socioeconomically Disadvantaged	119	26	21.8%	35.0%	23.0%	23.0%	19.0%
English Learners	119	13	10.9%	46.0%	46.0%	8.0%	0.0%
Students with Disabilities	119	7	5.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	107	105	98.1%	13.0%	25.0%	26.0%	35.0%
Male	107	54	50.5%	15.0%	26.0%	28.0%	30.0%
Female	107	51	47.7%	12.0%	24.0%	24.0%	41.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	107	2	1.9%	--	--	--	--
Asian	107	19	17.8%	16.0%	5.0%	32.0%	47.0%
Filipino	107	4	3.7%	--	--	--	--
Hispanic or Latino	107	17	15.9%	18.0%	35.0%	12.0%	35.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	59	55.1%	14.0%	27.0%	29.0%	29.0%
Two or More Races	107	4	3.7%	--	--	--	--
Socioeconomically Disadvantaged	107	26	24.3%	31.0%	31.0%	27.0%	12.0%
English Learners	107	13	12.1%	62.0%	23.0%	8.0%	8.0%
Students with Disabilities	107	7	6.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	82.0%	71.0%	69.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	69.0%
Male	64.0%
Female	77.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	81.0%
Filipino	--
Hispanic or Latino	73.0%
Native Hawaiian or Pacific Islander	--
White	67.0%
Two or More Races	--
Socioeconomically Disadvantaged	46.0%
English Learners	38.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016



# State Priority: Other Pupil Outcomes

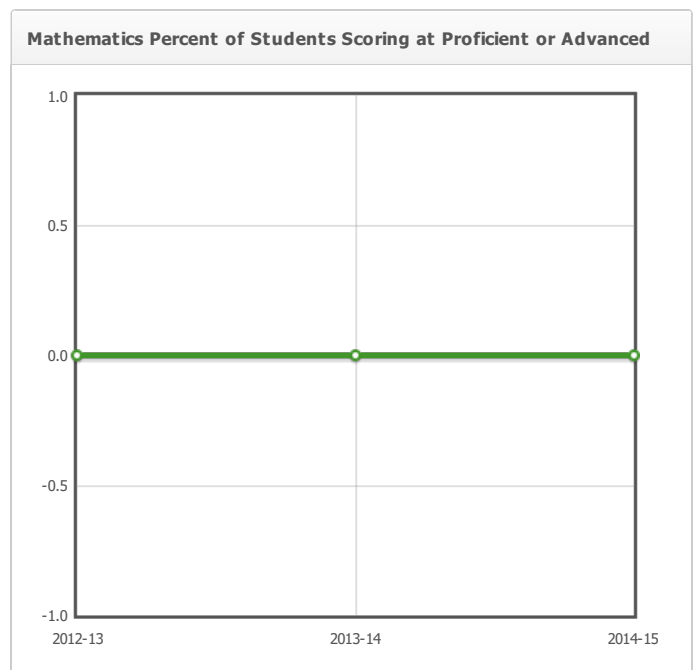
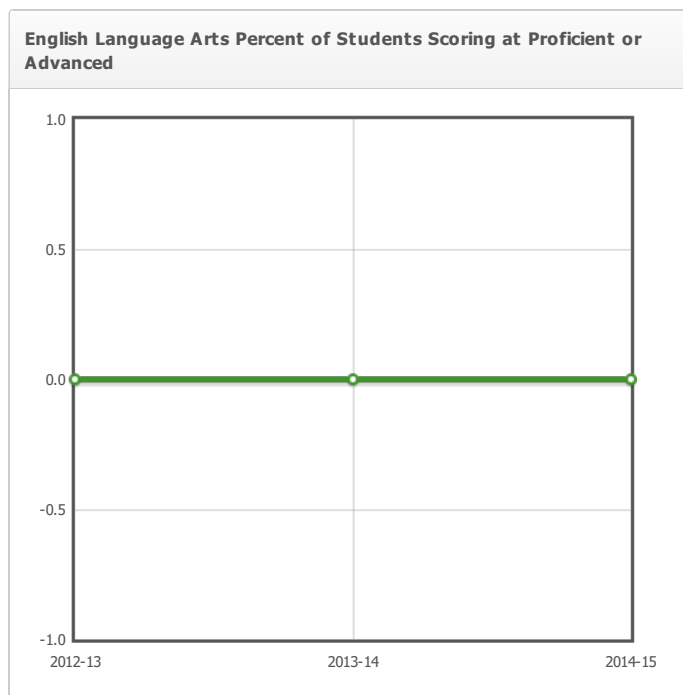
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.8%	18.3%	46.1%

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.

Last updated: 1/5/2016

## 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 - Most Recent Year

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 Disney.

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.

# State Priority: Pupil Engagement

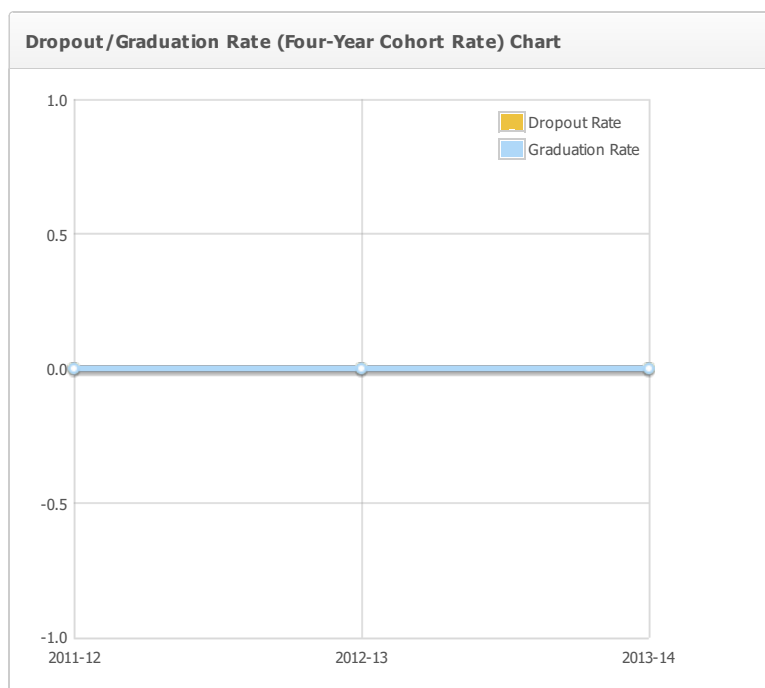
Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



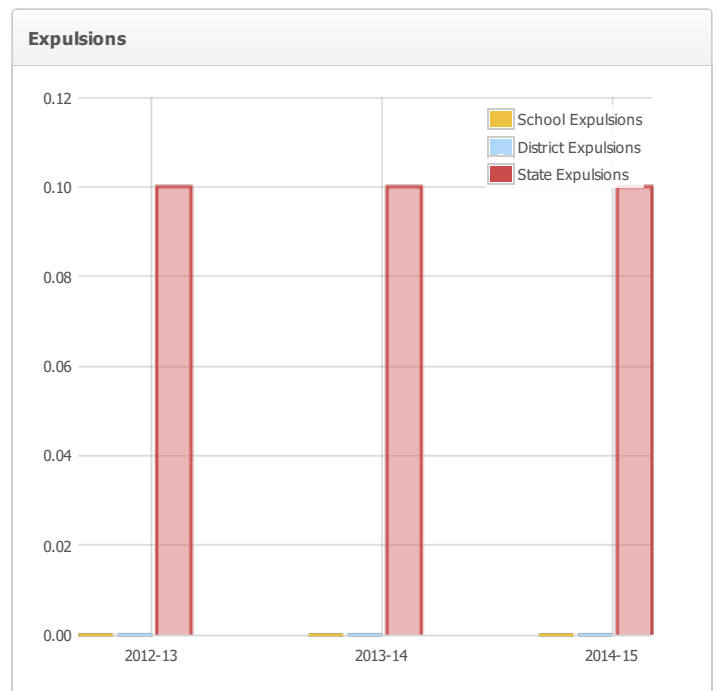
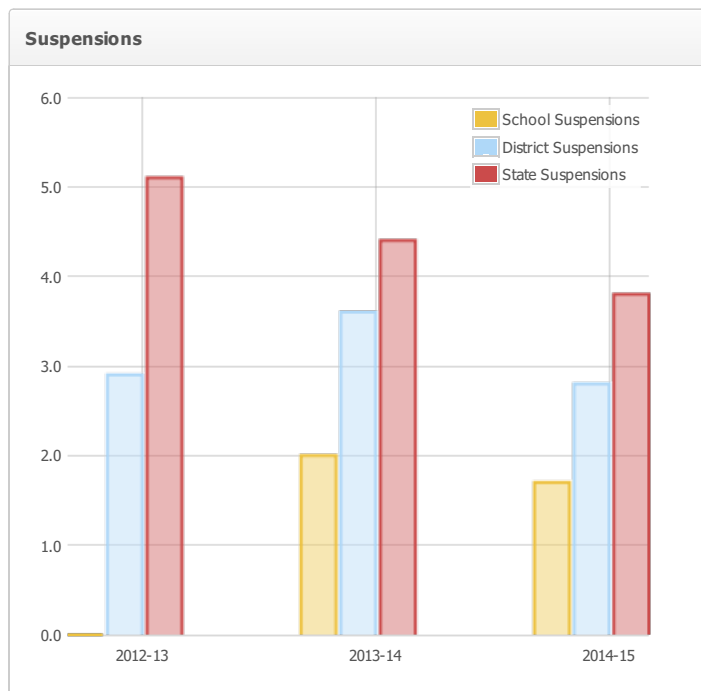
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	2.0	1.7	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

## School Safety Plan - Most Recent Year

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 2015 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.

Last updated: 1/5/2016

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

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

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	22.0	4		24.0	3		22.0	1	3
1	24.0	3		26.0	3		25.0		3
2	23.0	4		25.0	3		26.0		4
3	24.0	5		25.0	5		26.0		3
4	36.0		3	37.0		3	37.0		3
5	35.0		3	33.0		3	37.0		3
6	36.0		3	25.0	2	3	25.0	2	3
Other	10.0	2							

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

Last updated: 1/5/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

*Last updated: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5310.0	\$1060.0	\$4250.0	\$78061.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/5/2016*

## Types of Services Funded (Fiscal Year 2014-15)

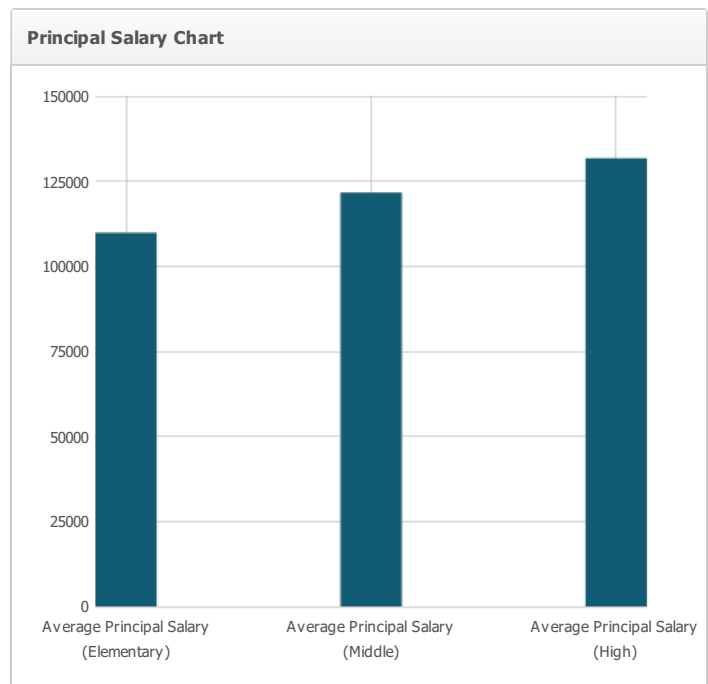
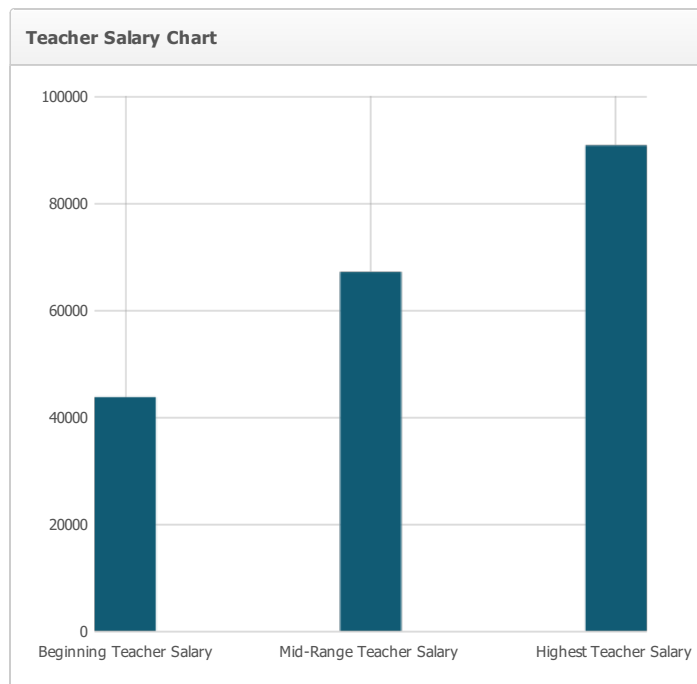
A combination of state and federal funding is used to cover all aspects of our instructional program including Gifted and Talented Education and support for English Language Learners. Strong PTA and school foundation (PAC) support is evident in many of our schools' supplemental activities. All Glendale 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.

*Last updated: 1/5/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/5/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal

Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*