

# Fremont Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

#### 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.

## 2025-26 School Contact Information

|                                          |                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------|
| <b>School Name</b>                       | Fremont Elementary School                                                         |
| <b>Street</b>                            | 1318 Clinton Street                                                               |
| <b>City, State, Zip</b>                  | Delano, CA 93215-2139                                                             |
| <b>Phone Number</b>                      | (661) 721-5050                                                                    |
| <b>Principal</b>                         | Martha Barajas                                                                    |
| <b>Email Address</b>                     | mbarajas@duesd.org                                                                |
| <b>School Website</b>                    | <a href="https://fr.duesd.org/parents/sarc">https://fr.duesd.org/parents/sarc</a> |
| <b>Grade Span</b>                        | K-5                                                                               |
| <b>County-District-School (CDS) Code</b> | 15634046009377                                                                    |

## 2025-26 District Contact Information

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>District Name</b>    | Delano Union Elementary School District          |
| <b>Phone Number</b>     | (661) 721-5000                                   |
| <b>Superintendent</b>   | Mrs. Rosalina Rivera                             |
| <b>Email Address</b>    | rrivera@duesd.org                                |
| <b>District Website</b> | <a href="http://www.duesd.org">www.duesd.org</a> |

## 2025-26 School Description and Mission Statement

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 460 TK-5th grade students, as well as one full day general education preschool class. We also have on our campus a K-2 Mod/Severe Special Education Class and a 3rd-5th grade Mod/Severe Special Education Class. Our population is 42% English Language Learners, 13.25% special education, 0.02% homeless, and 90.5% Hispanic. We also have 76.2% 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 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 2025-2026 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).

## 2025-26 School Description and Mission Statement

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
- 20% Met the standard
- 25% Nearly Met Standard
- 42% Standard was not met

### MATH & SCIENCE

During the 2025-2026 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 2025-2026 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:

- 12% Exceeded Standard
- 19% Met the standard
- 26% Nearly Met Standard
- 43% 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 2025-2026 school year, is to show an increase 3% 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 40 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 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

| 2024-25 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 95                 |
| Grade 1                                   | 74                 |
| Grade 2                                   | 71                 |
| Grade 3                                   | 69                 |
| Grade 4                                   | 67                 |
| Grade 5                                   | 64                 |
| Total Enrollment                          | 440                |

| 2024-25 Student Enrollment by Student Group |                             |
|---------------------------------------------|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 47.3                        |
| Male                                        | 52.7                        |
| Asian                                       | 0.9                         |
| Black or African American                   | 0.2                         |
| Filipino                                    | 4.3                         |
| Hispanic or Latino                          | 91.8                        |
| Two or More Races                           | 0.2                         |
| White                                       | 0.7                         |
| English Learners                            | 45.9                        |
| Homeless                                    | 2.3                         |
| Migrant                                     | 12                          |
| Socioeconomically Disadvantaged             | 93.2                        |
| Students with Disabilities                  | 13.2                        |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 18            | 94.74          | 254             | 78.24            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 1             | 5.26           | 11.1            | 3.44             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 22.6            | 6.98             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 6.6             | 2.05             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 30.1            | 9.29             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 19            | 100            | 324.7           | 100              | 279044.8     | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 19            | 95             | 258.9           | 83.18            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 8.9             | 2.89             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 24.5            | 7.89             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 0               | 0                | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1             | 5              | 18.7            | 6.03             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 20            | 100            | 311.2           | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 18.4          | 85.01          | 256.8           | 84.01            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 10.5            | 3.46             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.5           | 6.92           | 13.1            | 4.29             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 1.5             | 0.51             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1.7           | 8.07           | 23.6            | 7.72             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 21.6          | 100            | 305.7           | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>                                        | 0.00    | 0       | 1.5     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0       | 1.5     |

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

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0       | 0       |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 6.4     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |                                                                                                                   | August 2025                                      |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Subject                                         | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
| <b>Reading/Language Arts</b>                    | Grades K-6, Benchmark Education Company, Benchmark Advance, 2016                                                  | 0                                                |
| <b>Mathematics</b>                              | Grades K-6, McGraw Hill My Math 2015                                                                              | 0                                                |
| <b>Science</b>                                  | Grades K-6, Stem Taught Science                                                                                   | 0                                                |
| <b>History-Social Science</b>                   | Grades K-6. Pearson My World History-Social Science , 2019                                                        | 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, the vice principal, and the principal. Each morning, the principal and vice principal greet students and parents at the school's two main entrances. Students arriving before 7:30 a.m. are held in a designated area at the front of the school, where they are monitored by staff. At 7:30 a.m., students are allowed to play on the playground and line up at 7:55 a.m. throughout the campus. Aides are strategically placed to ensure supervision across all areas of the school. After school, teachers, other certificated staff, and administration oversee dismissal to maintain a safe and orderly environment.

For added security, all school gates remain closed between 8:00 a.m. and 2:07 p.m. to prevent unauthorized access. Gates are also locked from 2:30 to 6:00 p.m. to accommodate students participating in the after-school POWER program. All visitors must check in at the office and obtain a visitor's pass before entering campus during school hours.

Fremont School is situated on nearly 20 acres, providing ample outdoor space for students. The campus features two large playground structures, basketball courts, a regulation-size soccer field, and a full-sized track. Classrooms are spacious and equipped with sufficient furniture and storage for student needs. Specialized facilities include a large band room, piano lab, math lab, and a library that can comfortably accommodate the entire teaching staff of 25. Additional staff amenities include a teacher lounge for breaks and a workroom adjacent to the office for staff use.

|                                              |        |
|----------------------------------------------|--------|
| Year and month of the most recent FIT report | 8/2025 |
|----------------------------------------------|--------|

School Facility Conditions and Planned Improvements

| System Inspected                                                              | Rate<br>Good | Rate<br>Fair | Rate<br>Poor | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------------------|--------------|--------------|--------------|-------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X            |              |              |                                           |
| <b>Interior:</b><br>Interior Surfaces                                         | X            |              |              |                                           |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X            |              |              |                                           |
| <b>Electrical</b>                                                             | X            |              |              |                                           |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X            |              |              |                                           |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X            |              |              |                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X            |              |              |                                           |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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 Assessments 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.

| Subject                                               | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 29                | 34                | 47                  | 49                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 25                | 23                | 33                  | 35                  | 35               | 37               |

2024-25 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                                  | 204                     | 200                  | 98.04                 | 1.96                      | 33.50                          |
| Female                                        | 92                      | 90                   | 97.83                 | 2.17                      | 37.78                          |
| Male                                          | 112                     | 110                  | 98.21                 | 1.79                      | 30.00                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian                                         | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 192                     | 188                  | 97.92                 | 2.08                      | 32.98                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White                                         | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 103                     | 99                   | 96.12                 | 3.88                      | 16.16                          |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 190                     | 187                  | 98.42                 | 1.58                      | 33.16                          |
| Students Receiving Migrant Education Services | 28                      | 26                   | 92.86                 | 7.14                      | 38.46                          |
| Students with Disabilities                    | 18                      | 18                   | 100.00                | 0.00                      | 0.00                           |

### 2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 204                           | 204                        | 100.00                      | 0.00                            | 22.55                                   |
| Female                                        | 92                            | 92                         | 100.00                      | 0.00                            | 22.83                                   |
| Male                                          | 112                           | 112                        | 100.00                      | 0.00                            | 22.32                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | --                            | --                         | --                          | --                              | --                                      |
| Hispanic or Latino                            | 192                           | 192                        | 100.00                      | 0.00                            | 20.83                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White                                         | --                            | --                         | --                          | --                              | --                                      |
| English Learners                              | 103                           | 103                        | 100.00                      | 0.00                            | 9.71                                    |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 190                           | 190                        | 100.00                      | 0.00                            | 23.16                                   |
| Students Receiving Migrant Education Services | 28                            | 28                         | 100.00                      | 0.00                            | 17.86                                   |
| Students with Disabilities                    | 18                            | 18                         | 100.00                      | 0.00                            | 11.11                                   |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 25.68             | 30.16             | 26.61               | 27.86               | 30.73            | 32.33            |

| 2024-25 CAASPP Test Results in Science by Student Group                                                                                       |                  |               |                |                    |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. |                  |               |                |                    |                         |
| Student Group                                                                                                                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students                                                                                                                                  | 63               | 63            | 100.00         | 0.00               | 30.16                   |
| Female                                                                                                                                        | 30               | 30            | 100.00         | 0.00               | 40.00                   |
| Male                                                                                                                                          | 33               | 33            | 100.00         | 0.00               | 21.21                   |
| American Indian or Alaska Native                                                                                                              | 0                | 0             | 0              | 0                  | 0                       |
| Asian                                                                                                                                         | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                                                                                                                     | --               | --            | --             | --                 | --                      |
| Filipino                                                                                                                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                                                                                                                            | 58               | 58            | 100.00         | 0.00               | 27.59                   |
| Native Hawaiian or Pacific Islander                                                                                                           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                                                                                                                             | --               | --            | --             | --                 | --                      |
| White                                                                                                                                         | 0                | 0             | 0              | 0                  | 0                       |
| English Learners                                                                                                                              | 31               | 31            | 100.00         | 0.00               | 6.45                    |
| Foster Youth                                                                                                                                  | --               | --            | --             | --                 | --                      |
| Homeless                                                                                                                                      | --               | --            | --             | --                 | --                      |
| Military                                                                                                                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged                                                                                                               | 56               | 56            | 100.00         | 0.00               | 32.14                   |
| 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.

| 2024-25 California Physical Fitness Test Participation Rates                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                                               |                                                          |                                                |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| 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.

2025-26 Opportunities for Parental Involvement

Parent involvement plays a vital role in supporting student success. At Fremont School, families are encouraged to participate in their child's education and to engage in school activities throughout the year. Parents are invited to attend and take part in events such as Back-to-School Night, Parent-Teacher Conferences, Student-of-the-Month Assemblies, Scholastic Book Fairs, Family Education Nights, School Carnivals, Winter Programs, and classroom activities. Opportunities are also available for parents to join school advisory groups. Parents may volunteer to serve on the English Learner Advisory Committee (ELAC) and the School Site Council (SSC), both of which contribute to the development and ongoing review of the annual School Plan.

Fremont School is committed to maintaining open and consistent communication with families. Information is provided in both English and Spanish, and bilingual staff are available in the school office. School announcements and updates are shared through multiple platforms, including Facebook, ClassDojo, ParentSquare, and the school website. For students identified as at-risk, progress is monitored and communicated through regular progress reports. In addition, the Fremont Student Assistance Team (SAT) meets twice monthly with parents and teachers to develop and support intervention plans tailored to student needs.

For more information, please contact the school office:

Martha Barajas, Principal  
Fremont School  
1318 Clinton Street, Delano CA  
(661) 721-5050

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 492                   | 462                                     | 18                        | 3.9                      |
| Female                                        | 226                   | 216                                     | 9                         | 4.2                      |
| Male                                          | 266                   | 246                                     | 9                         | 3.7                      |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | 19                    | 19                                      | 0                         | 0.0                      |
| Hispanic or Latino                            | 453                   | 426                                     | 18                        | 4.2                      |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White                                         | --                    | --                                      | --                        | --                       |
| English Learners                              | 246                   | 235                                     | 9                         | 3.8                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 19                    | 16                                      | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 454                   | 430                                     | 17                        | 4.0                      |
| Students Receiving Migrant Education Services | 64                    | 64                                      | 3                         | 4.7                      |
| Students with Disabilities                    | 71                    | 69                                      | 3                         | 4.3                      |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.2            | 0.19           | 0.2            | 1.82             | 2.02             | 0.89             | 3.6           | 3.28          | 2.94          |

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.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0.08             | 0                | 0.02             | 0.08          | 0.07          | 0.06          |

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 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 0.20             | 0.00            |
| Female                                        | 0.00             | 0.00            |
| Male                                          | 0.38             | 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                            | 0.22             | 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                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 0.22             | 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.



## 2025-26 School Safety Plan

The School Safety Plan was reviewed with staff and parents on January 29, 2025 and was submitted to district office for board approved on February 21, 2025.

Student and staff safety is a top priority at Fremont School. The School Safety Plan is reviewed and updated annually to ensure that all procedures reflect current best practices. Staff members receive ongoing training and are encouraged to be familiar with all safety protocols, including the site's Disaster Preparedness Plan. Fremont School conducts a designated Safety Week in August and January to practice fire, earthquake, lockdown, and evacuation procedures. In addition, monthly safety drills are conducted throughout the school year to reinforce emergency response routines and ensure students understand the proper procedures.

The Fremont School Safety Plan includes the following components:

- \*A current assessment of school crime and safety concerns
- \*Goals for preventing crime and maintaining a safe and positive school environment
- \*Strategies to promote a supportive and respectful school climate
- \*Child abuse reporting procedures
- \*The Delano Union School District Disaster Plan and emergency management practices
- \*The Delano Union School District Elementary Discipline and Safety Procedures Handbook
- \*The Fremont School Site Disaster Plan
- \*The School Safety Plan is reviewed annually by the School Site Council for approval and implementation.

## 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.

## 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                 | 0                                    | 4                                     | 0                                   |
| 1           | 23                 | 0                                    | 3                                     | 0                                   |
| 2           | 21                 | 1                                    | 2                                     | 0                                   |
| 3           | 22                 | 0                                    | 3                                     | 0                                   |
| 4           | 23                 | 0                                    | 3                                     | 0                                   |
| 5           | 25                 | 0                                    | 3                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 12                 | 1                                    | 0                                     | 0                                   |

### 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                                     | 0                                   |
| 1           | 16                 | 2                                    | 3                                     | 0                                   |
| 2           | 24                 | 1                                    | 3                                     | 1                                   |
| 3           | 27                 | 1                                    | 2                                     | 1                                   |
| 4           | 27                 | 0                                    | 4                                     | 1                                   |
| 5           | 28                 | 0                                    | 4                                     | 1                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 28                 | 1                                    | 0                                     | 1                                   |

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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           | 20                 | 2                                    | 1                                     |                                     |
| 1           | 22                 |                                      | 3                                     |                                     |
| 2           | 20                 | 3                                    | 2                                     | 1                                   |
| 3           | 28                 |                                      | 3                                     | 1                                   |
| 4           | 27                 |                                      | 4                                     | 1                                   |
| 5           | 43                 |                                      | 2                                     | 1                                   |
| Other       | 19                 | 3                                    |                                       | 1                                   |

### 2024-25 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     |

## 2024-25 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 |
|----------------------------------------------------------------------|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> |                                  |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>                                                  | 0.5                              |
| <b>Social Worker</b>                                                 | 1                                |
| <b>Nurse</b>                                                         | 0.3                              |
| <b>Speech/Language/Hearing Specialist</b>                            | 1                                |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>                                                         | 5.5                              |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 14,625.58                    | 5,366.11                            | 9,259.47                              | 99,243.09              |
| <b>District</b>                                      | N/A                          | N/A                                 | 10,831.03                             | 97,740.33              |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -15.6                                 | 1.5                    |
| <b>State</b>                                         | N/A                          | N/A                                 | \$11,146                              | \$101,700              |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -18.5                                 | -2.4                   |

## Fiscal Year 2024-25 Types of Services Funded

Fremont School provides a wide range of support services to meet the diverse needs of its students. Support personnel include a shared School Psychologist, an on-site School Social Worker, a District Marriage and Family Therapist, a shared Nurse, and two Moderate/Severe Special Education Teachers. The school also hosts a K–1 Moderate/Severe Special Education classroom.

Student interventions are coordinated through the Student Assistance Team (SAT), which identifies, monitors, and recommends support services for students in need. Gifted and Talented Education (GATE) students participate in after-school sessions and the annual GATE Festival, with referrals made by teachers at the end of each school year.

Migrant students have access to additional support, including the Summer and Winter Academy programs for reading and math intervention. Those unable to attend these programs receive services through the Migrant Summer Outreach Literacy Program. English Language Learners (ELL) and immigrant students are monitored throughout the year by the Site Resource Teacher.

Additional site-based funding provides after-school tutorials for students across all grade levels who are not meeting grade-

Fiscal Year 2024-25 Types of Services Funded

level standards, ensuring targeted support to help every student succeed.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$62,504        | \$61,597                                     |
| Mid-Range Teacher Salary                      | \$91,807        | \$98,902                                     |
| Highest Teacher Salary                        | \$122,270       | \$126,340                                    |
| Average Principal Salary (Elementary)         | \$142,913       | \$158,383                                    |
| Average Principal Salary (Middle)             | \$148,631       | \$165,207                                    |
| Average Principal Salary (High)               |                 | \$162,237                                    |
| Superintendent Salary                         | \$279,925       | \$288,332                                    |
| Percent of Budget for Teacher Salaries        | 29.06%          | 31.29%                                       |
| Percent of Budget for Administrative Salaries | 6.43%           | 5.38%                                        |

Professional Development

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

2023-2024: 15 days; 2024-2025: 15 days; 2025-2026: 15 days

All teachers at the Delano Union School District have access to staff development every school year. These staff development opportunities can include, but not limited to, 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                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15      | 15      | 15      |