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# FREMONT ELEMENTARY SCHOOL

## SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for 2008-2009,  
Published during 2009-2010*

1318 Clinton Street  
Delano, CA 93215  
Phone: 661-721-5050  
Fax: 661-720-5058

<http://www.duesd.org/schools/fremontes/>

Serving Grades K-5  
2008-2009 Student Enrollment: 769  
Rosa A. Montes, Principal



**Delano Union School District**

1405 12th Avenue  
Delano, CA 93215  
661-721-5000

<http://www.duesd.org/index.cfm>

Dr. Robert Aguilar, Superintendent

## INTRODUCTION

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## DATA AND ACCESS

### DataQuest

*DataQuest* is an online data tool 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, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The *DataQuest* Web page is located at <http://dq.cde.ca.gov/dataquest/>.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, the types of software programs available on a workstation, and the ability to print documents.

## ABOUT THE SCHOOL

### School Description and Mission Statement

Fremont School's Mission is to have a strong commitment to developing the learning potential and academic achievement of each and every child. The staff works closely together to provide the best educational program possible to help achieve the following school-wide goals: expect all students to meet or exceed grade-level standards set by the state; promote responsible citizenship; provide early intervention for students who have difficulty; and promote positive parent involvement.

The students at Fremont School have many opportunities for extended learning. Most teachers offer after-school tutoring for those students needing extra academic help or improvement in any given skill area. The migrant students may also attend the Migrant Extended Day classes, which are held twice per week for 1.5 hours. The students in these classes receive extra help with homework and additional language instruction. Students participating in the G.A.T.E. program also have after-school sessions with the purpose of providing enrichment, and culminating in a G.A.T.E. festival where they showcase a project. Students needing a more intensive intervention are assigned to an after-school computer class, where the students receive tutoring using the Autoskill program.

At Fremont School we take great pride in our success on the California

Standards Test every year. For the 2008-2009 school year, Fremont had an API score of 734, growing 16 points from the 2007-2008 school year. Our growth target was 729, so we exceed our goal by 5 points! We also had great success in meeting 15 of the 17 requirements of the Adequate Yearly Progress (AYP), a federal measure. Fremont students also met two of the three AMAO's in the CELDT language test.

Fremont's motto of "Excellence! Teamwork! Results!" sums up the commitment of its staff to provide the best possible learning experience for all students. All members of the staff are dedicated to the success of every child that attends Fremont School and are devoted to providing the best academic education possible through the use of the district's core curriculum. At Fremont School we strive for the success of every student!

### Opportunities for Parental Involvement

Parent involvement is essential for the success of our students. At Fremont School we highly encourage parents to visit our school or volunteer whenever possible. We also encourage all parents to attend and actively participate in school activities and functions such as: Student of the Month assemblies, Christmas programs, Fall Festival celebration, and other classroom activities. Parents may also volunteer to be members of both the School Site Council and the English Language Advisory Committee, both of which participate in the development and updating of the annual School Plan.

We make every effort to keep an open communication with parents. We mail letters and notices in both English and Spanish, and the office staff is bilingual. We also mail out the *Tomahawk Times*, our school bulletin, every trimester to keep parents informed of all activities in the school. Parents of at-risk students are also kept informed of their child's progress through our CART intervention process. Our CART team holds bi-weekly meetings with parents and teachers to develop a plan of action to provide intervention for the students. To learn more about specific opportunities for getting involved, please contact Rosa A. Montes at 661-721-5050 or [rmontes@duesd.org](mailto:rmontes@duesd.org).

### Student Enrollment by Grade Level

This table displays the school's 2008-2009 student enrollment by grade level.<sup>1</sup>

Grade Level	Number of Students
K	103
1	124
2	144
3	143
4	114
5	141
Total Enrollment	769

<sup>1</sup>The information shown is based upon October 1, 2008 CBEDS data.

**ABOUT THE SCHOOL**

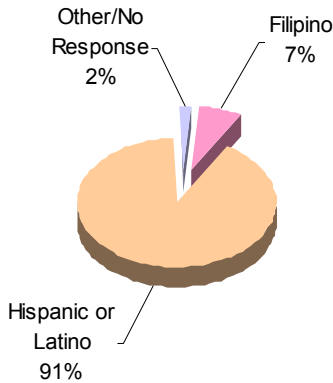
**Student Enrollment by Group**

This table displays the school's 2008-2009 student enrollment by particular groups.<sup>1</sup>

Group	Percent of Total Enrollment
Economically Disadvantaged	91%
English Learners	58%
Students with Disabilities	7%

This table and graph display the school's 2008-2009 student enrollment by ethnic group.<sup>1</sup>

Group	Percent of Total Enrollment
Filipino	7%
Hispanic or Latino	91%
Other/No Response	2%



**School Technology**

This table displays data on the availability of technology at the school during 2008-2009.<sup>2</sup>

Indicator	Number
Computers	219
Students per Computer	3.5
Classrooms with Internet	37

**Average Class Size and Distribution**

These tables display three-year data on the average class sizes by grade level and the number of classrooms that fall into each size category.<sup>1</sup>

06-07				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.3	4	2	0
1	19.9	7	0	0
2	19.8	6	0	0
3	18.7	6	1	0
4	32.8	0	1	3
5	29.0	0	5	0

07-08				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	6	0	0
1	20.3	4	3	0
2	21.3	0	7	0
3	18.3	6	0	0
4	27.8	0	5	0
5	26.4	0	5	0

08-09				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.2	4	1	0
1	20.7	2	4	0
2	20.6	3	4	0
3	20.4	4	3	0
4	28.5	0	4	0
5	28.0	0	5	0

<sup>2</sup>The information shown is provided by Ed-Data Education Data Partnership.

**SCHOOL FACILITIES**

**Conditions and Improvements**



At Fremont, student safety is a top priority. Five morning duty aides supervise students before school. The aides and administration hold students who arrive at the school prior to 7:30 a.m. at the front of the school where they are supervised. At 7:30 all students are dismissed to go to either the cafeteria for breakfast or the playground. The aides are placed throughout the campus to ensure appropriate supervision at all areas of the school. After school, the students are supervised by teachers and other certificated staff and the school's administration to ensure a proper and safe dismissal. All school gates are closed between 8:10 a.m. and 2:00 p.m. to prevent unauthorized visitors from entering the campus. All visitors must report to the office and obtain a visitor's pass to enter the campus during school hours.

Fremont sits on nearly 20 acres of land, giving the students ample room on the playground. The school has two large play structures, a set of basketball courts, one regulation size soccer field, and a large track. Classrooms are spacious and provide ample room for students, classroom furniture, and storage. The school has a large band room and a fully-equipped computer lab. The school library is large and can comfortably seat the entire teaching staff of nearly 45 teachers. Fremont has two separate staff lounges for the teachers to use during their recess, lunch, and after school breaks. The lounges are too limited in space to accommodate all teachers; therefore, the lunches are staggered by grade level to make sure that there is enough seating space for a particular grade level at a time.

Fremont was originally built in 1951 and has a total of 41 classrooms (34 permanent and seven portable), a band room, multi-purpose facility, library/resource room, and an administration building. Additional permanent buildings and classrooms were added in 1954, 1955, 1959, 1962, and 1994. Portable classrooms were constructed in 1987, 1997, and 1998.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. A work order process called School Dude is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools.

The district participates in the State School Deferred Maintenance Program, which 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. For the current 2009-2010 school year, the district has budgeted \$301,000 for the deferred maintenance program. This represents .5% of the district's general fund budget. The district's complete Deferred Maintenance Plan is available at the district office Facilities Department, located at 1405 12<sup>th</sup> Avenue, Delano, CA 93215.

The tables above display the results of the most recently completed school site inspection to determine the school facility's good repair status. The inspection was completed in July 2009.

**Results of Inspection and Evaluation – Overall Rating**

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating	✓			

**Results of Inspection and Evaluation – By Category**

System Inspected	Repair Status		
	Good	Fair	Poor
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓		
<b>Interior:</b> Interior Surfaces	✓		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓		
<b>Electrical:</b> Electrical	✓		
<b>Restrooms/Fountains:</b> Restrooms, Sinks, Fountains	✓		
<b>Safety:</b> Fire Safety, Hazardous Materials	✓		
<b>Structural:</b> Structural Damage, Roofs	✓		
<b>External:</b> Playground/School Grounds, Windows, Doors, Gates, Fences	✓		

## SCHOOL CLIMATE

### School Safety Plan

Safety is a priority at Fremont School! The school safety plan is reviewed every year with the staff. Safety practices are discussed and the staff is encouraged to abide by them and to be familiar with the site disaster plan. Every year the school has a Safety Week in the month of August to review and practice safety drills for fire, earthquakes, lockdowns, evacuations, etc. Monthly drills are also scheduled throughout the year to remind students of the safety procedures for different scenarios.

The components of the safety plan include: school climate, physical environment, child abuse reporting, disaster procedures, school discipline procedures, ensuring a safe and orderly environment, procedures for safe ingress and egress of pupils, parents, and employees to and from school, and safe and orderly environment conducive to learning. The plan is reviewed with and submitted for approval to the School Site Council and is then submitted to the Board of Trustees for approval. The plan was last reviewed and updated in February 2008 and last reviewed with school faculty on March 11, 2009.

### Suspensions and Expulsions

These tables display three-year data on the number and rate of suspensions and expulsions at the school and district levels.

	School		
	06-07	07-08	08-09
Suspension Number	51	37	21
Suspension Rate	6%	4%	3%
Expulsion Number	0	0	0
Expulsion Rate	0%	0%	0%

	District		
	06-07	07-08	08-09
Suspension Number	855	887	902
Suspension Rate	11%	11%	12%
Expulsion Number	53	34	45
Expulsion Rate	<1%	<1%	<1%

<sup>3</sup>High poverty schools are defined as those with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program.

## TEACHERS

### Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	36	35	36	341
Without Full Credential	3	2	2	32
Teaching Outside Subject Area of Competence	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

A “teacher misassignment” is the placement of a teacher without proper legal authorization and a “vacant teacher position” is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

Indicator	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

### NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-2006 school year. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq>.

This table displays the percent of classes in core academic subjects taught by **NCLB compliant** teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district during 2008-2009.<sup>3</sup>

Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
This School	94.1%
All Schools in District	92.3%
High-Poverty Schools in District	87.9%
Low-Poverty Schools in District	N/A

**TEACHERS**

***NCLB Compliant Teachers***

This table displays the percent of classes in core academic subjects taught by **Non-NCLB compliant** teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district during 2008-2009.<sup>3</sup>

Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
This School	5.9%
All Schools in District	7.7%
High-Poverty Schools in District	12.1%
Low-Poverty Schools in District	N/A

***Academic Counselors and Other Support Staff***

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff assigned to the school during 2008-2009. 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.

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0

This table displays the average number of students per academic counselor during 2008-2009.

Number of FTE Academic Counselors	Average Number of Students per Academic Counselor
0	N/A

**CURRICULUM AND INSTRUCTIONAL MATERIALS**

***Quality and Currency of Textbooks/Instructional Materials***

The Delano Union School District always ensures that every student has access to all necessary textbooks and materials in order to provide the best quality education to all students. Fremont School provides the adopted standards-based textbooks and all necessary supplemental materials to every student. All textbooks are in good condition for student use and are immediately replaced when they are damaged or lost. All textbooks and materials used are from the most recent list of adoptions from the State Board of Education.

Currency of Textbooks/Instructional Materials		
Publisher and Title	Subject/Grade	Year Adopted
Houghton-Mifflin <i>A Legacy of Literature</i>	English-Language Arts, K-6	2003
Hampton Brown <i>High Point</i>	English-Language Arts, 4	2002
Harcourt Brace <i>Harcourt Math— California Edition</i>	Mathematics, K-6	2008
Houghton-Mifflin <i>Houghton-Mifflin History-Social Science</i>	History-Social Science, K-6	2007
PearsonScott Foresman <i>California Science</i>	Science, K-6	2008

***Availability of Textbooks/Instructional Materials***

All textbooks and materials provided to the students and staff are aligned to the California State Standards. Fremont School has sufficient textbooks to provide one for every student, and allows all students to take textbooks home whenever needed. Students have access to a very extensive selection of books in the school library. Fremont School also expands its classroom libraries every year. On August 13 2008, the Williams Act Settlement team visited the Fremont campus. At that time, it was determined that the school met the compliance regulations of the Williams Act Settlement in providing sufficient textbooks to every child in the school, including English language learners.

Availability of Textbooks/Instructional Materials	
Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A

**SCHOOL FINANCES**

**Expenditures Per Pupil and Teacher Salaries**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.<sup>4</sup> Detailed information regarding school expenditures and teacher salaries can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. **Note:** "N/R" means information is not required.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,907	\$1,176	\$4,731	\$67,808
District	N/R	N/R	\$4,559	\$59,708
% Difference - School and District	N/R	N/R	3.7%	12%
State	N/R	N/R	\$5,512	\$67,082
% Difference - School and State	N/R	N/R	-14.2%	1%

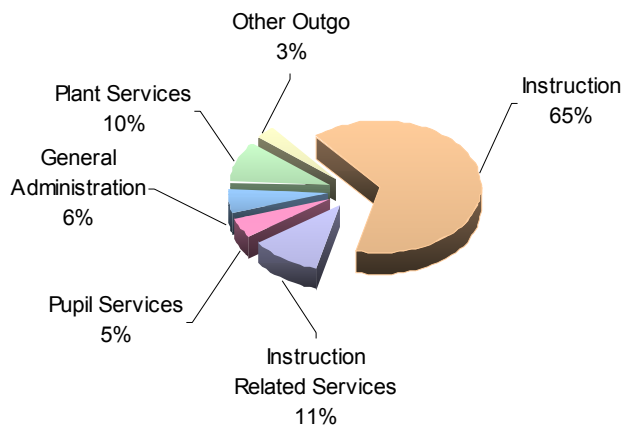
**Teacher and Administrative Salaries**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. This table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size.<sup>4</sup> Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,582	\$41,866
Mid-Range Teacher Salary	\$62,546	\$68,220
Highest Teacher Salary	\$84,526	\$86,536
Average Principal Salary (Elementary)	\$96,599	\$107,858
Superintendent Salary	\$138,915	\$178,938
Percent of Budget for Teacher Salaries	41.6%	42.1%
Percent of Budget for Administrative Salaries	6%	5.5%

**Expenditures by Activity**

This graph displays General Fund Expenditures for the Delano Union School District according to the activity (or function) they support.<sup>4</sup>



**Types of Services Funded**

Fremont School offers a great number of support services to the students. Numerous support personnel who specialize in various fields address the needs of the students. Support personnel include a school psychologist, nurse, speech pathologist, resource teacher, ELD coach, mild/moderate special education teacher, and one moderate/severe special education teacher. Teachers refer students for interventions through the CART intervention team. Here, students are identified, monitored, and recommended to any needed intervention.

GATE students are clustered in classes for enrichment purposes. They can also attend GATE after-school classes, Summer Academy, and participate in the GATE festival. Migrant students also have many support services. They can attend the Migrant after-school program and the Summer Academy for extra support and intervention in reading. English language learners and immigrant students are monitored throughout the school year by the site resource teacher to ensure that their needs are met, and that they are given the proper assessments in a timely manner.

Title 1 funding provides language development interventions through instructional assistants in all K-1 classrooms containing English language learners. Other site funding is used for after-school tutorials for students in all grade levels who are not achieving grade-level standards. All teachers provide these tutorials on an as-needed basis for their own students.

<sup>4</sup>The information shown reflects the 2007-2008 school year. State certification/release dates for fiscal data occur in mid to late spring, precluding the inclusion of 2008-2009 data. Therefore, 2007-2008 data are used for reports prepared during 2009-2010.

**STUDENT PERFORMANCE**

**Standardized Testing and Reporting (STAR) Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the **California Standards Tests (CSTs)**, the **California Modified Assessment (CMA)**, and the **California Alternate Performance Assessment (CAPA)**.

The **CSTs** show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. The **CAPA** includes English-language arts and mathematics for grades 2 through 11, and science for grades 5, 8, and 10. The CAPA is given for those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The **CMA** includes English-language arts and mathematics for grades 3, 4, and five; and science for grade 5. The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels.

These tables display three-year data on the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) in the areas of English-language arts, mathematics, and science. Percentages are compared to those of the district and state.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>. Further detailed information regarding the entire STAR Program in general can be found at <http://www.cde.ca.gov/ta/tq/sr/documents/starpkt5intrpts.pdf>.

**Note:** "N/R" means scores are not reported 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.

STAR Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	49%
	07-08	47%
	08-09	48%
District	06-07	40%
	07-08	39%
	08-09	42%
State	06-07	40%
	07-08	43%
	08-09	46%

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	39%
	07-08	48%
	08-09	43%
District	06-07	29%
	07-08	42%
	08-09	37%
State	06-07	38%
	07-08	46%
	08-09	50%

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	30%
	07-08	36%
	08-09	39%
District	06-07	31%
	07-08	34%
	08-09	38%
State	06-07	43%
	07-08	46%
	08-09	50%

**STUDENT PERFORMANCE**

**STAR Results by Student Group**

These tables display 2008-2009 data on the percent of students, by group, achieving at the proficient or advanced level in the areas of English-language arts, mathematics, and science. **Note:** "N/R" means scores are not reported 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.

STAR English-Language Arts Most Recent Year	
Group	% Proficient or Advanced
Filipino	62%
Hispanic or Latino	36%
Male	32%
Female	46%
Economically Disadvantaged	38%
English Learners	16%
Students with Disabilities	9%
Students Receiving Migrant Education Services	26%

STAR Mathematics Most Recent Year	
Group	% Proficient or Advanced
Filipino	74%
Hispanic or Latino	45%
Male	45%
Female	51%
Economically Disadvantaged	48%
English Learners	32%
Students with Disabilities	9%
Students Receiving Migrant Education Services	40%

STAR Science Most Recent Year	
Group	% Proficient or Advanced
Filipino	42%
Hispanic or Latino	43%
Male	42%
Female	44%
Economically Disadvantaged	42%
English Learners	2%
Students with Disabilities	N/R
Students Receiving Migrant Education Services	29%

**California Physical Fitness Test**

The California Physical Fitness Test is administered annually to students in grades 5, 7, and 9 only. This table displays 2008-2009 data on the percent of students meeting the fitness standards. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at <http://www.cde.ca.gov/ta/tq/pf>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.7%	19.3%	20%

## ACCOUNTABILITY

### Academic Performance Index (API)

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

### API Ranks

This table displays three-year data on the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	3	3
Similar Schools	10	10	9

### API Growth by Student Group

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

**Note:** "N/A" means that the student group is not numerically significant for the period indicated.<sup>5</sup>

Group	Actual API Change			Growth API Score
	06-07	07-08	08-09	2009
All Students	16	17	10	744
Hispanic or Latino	17	17	9	733
Economically Disadvantaged	12	16	11	740
English Learners	8	6	7	720

<sup>5</sup>Groups meeting the following criteria are considered numerically significant: The group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

### Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following AYP criteria: **Requirement 1:** Participation rate on the state's standards-based assessments in English-language arts and mathematics. **Requirement 2:** Percent proficient on the state's standards-based assessments in English-language arts and mathematics. **Requirement 3:** API as an additional indicator. **Requirement 4:** Graduation rate (for secondary schools). Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria for the 2008-2009 school year.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. This table displays the PI status for both the school and district as of the current 2009-2010 school year. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

## INSTRUCTIONAL PLANNING AND SCHEDULING

### Professional Development

All teachers at the Delano Union School District have access to an extensive amount of staff development every school year. These staff development opportunities include training in language arts, ELD, math, and writing. Every school site is also responsible for providing its staff with staff development in areas determined by need. The area of need is determined based on CST test scores, district benchmark data, and interim assessments. Fremont's on-site staff development has been very successful. The school has trained 12 staff members to be on-site facilitators and to provide staff development and coaching in ELD strategies to the rest of the staff. Nearly 100% of the staff has participated in this program. The facilitators not only demonstrate instructional strategies to the teachers, but also provide seminars after school to provide information and answer questions on the strategies modeled during the lessons.

During the 2008-2009 school year, the teachers also received ongoing staff development in Thinking Maps, Frontloading, and ELD. Most staff development is offered either on Saturdays or after school. Implementation of staff development strategies is monitored through classroom observations by administrators and through weekly lesson plans.

Number of Days Dedicated to Staff Development		
06-07	07-08	08-09
52	24	21

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found at <http://nces.ed.gov/nationsreportcard/>. Further information is also made available by the California Department of Education at <http://www.cde.ca.gov/ta/tg/nr/>. **Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

### NAEP Results for All Students

These tables display the scale scores (with the scale ranging from 0-500) on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Average Scale Score 2007	
	State	National
All Students, Grade 4	209	220
All Students, Grade 8	251	261

Student Group and Grade Level	NAEP Mathematics Average Scale Score 2009	
	State	National
All Students, Grade 4	232	239
All Students, Grade 8	270	282

These tables display state achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading State Percent at Achievement Level 2007		
	Basic	Proficient	Advanced
All Students, Grade 4	30%	18%	5%
All Students, Grade 8	41%	20%	2%

Student Group and Grade Level	NAEP Mathematics State Percent at Achievement Level 2009		
	Basic	Proficient	Advanced
All Students, Grade 4	41%	25%	5%
All Students, Grade 8	36%	18%	5%

**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

***NAEP Results for Students with Disabilities and/or English Language Learners***

These tables display the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Participation Rate 2007	
	State	National
Students with Disabilities, Grade 4	74%	65%
Students with Disabilities, Grade 8	78%	66%
English Language Learners, Grade 4	93%	80%
English Language Learners, Grade 8	92%	77%

Student Group and Grade Level	NAEP Mathematics Participation Rate 2009	
	State	National
Students with Disabilities, Grade 4	79%	84%
Students with Disabilities, Grade 8	85%	78%
English Language Learners, Grade 4	96%	94%
English Language Learners, Grade 8	96%	92%



**DELANO UNION SCHOOL DISTRICT**  
Working Together For A Brighter Future

**Notes Regarding Data:** This report contains the most current data available as of November 19, 2009. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Delano Union School District, and Fremont Elementary School.



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