Fremont Elementary School

1255 E. Market Street • Salinas CA, 93905 • (831) 753-5750 • Grades K-6
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Alisal Union Elementary School District

1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

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Superintendent

Ms. Jeanne Herrick
Associate Superintendent, Educational Services

Mr. James Koenig
Associate Superintendent, Business and Fiscal Services

Mr. Ricardo Cabrera
Assistant Superintendent, Human Resources

School Description

At Fremont Elementary, we serve kindergarten through sixth grades. We continue to house two Head Start programs, one Early Childhood Education program, and two Monterey County special education classes. Students in these programs are not included in the reported number of students enrolled at Fremont School.

We will continue to provide a climate that ensures lifelong learners in our global community. Our teaching is guided by state and district standards and supported by tutoring or counseling. Our testing of students is ongoing and supported with district-provided testing materials that gauge what is being taught in the classrooms.

We are a community committed to cultivating peace and the value of bilingualism. We will teach all of our students to be socially responsible and to attain excellence by engaging them in a world-class multicultural education.

We use our data at the beginning of the school year to plan our programs, and teachers use the data to make any necessary adjustments to their lessons. Over 85 percent of our students were English Learners, and we use all the data to assist us with instruction.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 753-5750 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	142
Grade 1	132
Grade 2	116
Grade 3	129
Grade 4	129
Grade 5	115
Grade 6	117
Total Enrollment	880

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Asian	0.1
Hispanic or Latino	87.7
White	0.2
Two or More Races	0.1
Socioeconomically Disadvantaged	92.2
English Learners	82
Students with Disabilities	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Fremont Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	24 out	33	34
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fremont Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)
In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.
3-6 used Engage NY solely to teach all Language Arts standards.
Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)
Our school has 30 classrooms, a multipurpose room, and a library. The main campus was built in 1941. Additions were constructed in 1948, 1951, and 1993.

We have one day custodian and two custodians that come in the afternoon. All classrooms and rest rooms are cleaned daily. The day custodian picks up litter and performs everyday duties. The afternoon custodians and the day custodian work closely to maintain a safe and clean campus. Grounds and maintenance personnel visit each site monthly.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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], Science California Standards Tests); and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
Subject	**School**	**District**	**State**
ELA	16	20	44
Math	9	13	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)							
Subject	**School**			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	27	31	32	33	32	31	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	27.20	14.90	14.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	31
All Student at the School	32
Male	39
Female	24
Hispanic or Latino	32
White	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	30
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	130	129	99.2	71	19	8	2
	4	131	129	98.5	70	20	8	2
	5	117	115	98.3	61	17	20	3
	6	119	117	98.3	47	31	19	3
Male	3		69	53.1	77	17	3	3
	4		68	51.9	78	15	7	0
	5		59	50.4	66	12	22	0
	6		67	56.3	54	31	12	3
Female	3		60	46.2	63	22	13	2
	4		61	46.6	61	26	8	5
	5		56	47.9	55	21	18	5
	6		50	42.0	38	30	28	4
Filipino	6		1	0.8	--	--	--	--
Hispanic or Latino	3		125	96.2	71	18	8	2
	4		126	96.2	70	20	8	2
	5		113	96.6	62	16	19	3
	6		113	95.0	46	31	19	4
White	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		124	95.4	70	20	8	2
	4		121	92.4	70	20	7	2
	5		108	92.3	63	16	19	3
	6		107	89.9	46	32	19	4
English Learners	3		112	86.2	76	20	4	0
	4		84	64.1	87	10	4	0
	5		54	46.2	93	6	2	0
	6		48	40.3	88	13	0	0
Students with Disabilities	3		7	5.4	--	--	--	--
	4		4	3.1	--	--	--	--
	5		5	4.3	--	--	--	--
	6		5	4.2	--	--	--	--
Students Receiving Migrant Education Services	3		9	6.9	--	--	--	--
	4		14	10.7	86	14	0	0
	5		6	5.1	--	--	--	--
	6		5	4.2	--	--	--	--

The table title:

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	130	129	99.2	53	35	10	2
	4	131	129	98.5	60	37	3	0
	5	117	114	97.4	68	21	11	0
	6	119	117	98.3	59	28	10	3
Male	3		69	53.1	57	33	7	3
	4		68	51.9	59	38	3	0
	5		58	49.6	67	24	9	0
	6		67	56.3	67	27	3	3
Female	3		60	46.2	50	37	13	0
	4		61	46.6	61	36	3	0
	5		56	47.9	70	18	13	0
	6		50	42.0	48	30	20	2
Filipino	6		1	0.8	--	--	--	--
Hispanic or Latino	3		125	96.2	54	34	10	2
	4		126	96.2	60	37	3	0
	5		112	95.7	68	21	11	0
	6		113	95.0	58	28	11	3
White	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		124	95.4	53	35	10	2
	4		121	92.4	61	36	3	0
	5		107	91.5	71	19	10	0
	6		107	89.9	58	29	10	3
English Learners	3		112	86.2	58	35	7	0
	4		84	64.1	79	20	1	0
	5		54	46.2	94	6	0	0
	6		48	40.3	92	8	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		7	5.4	--	--	--	--
	4		4	3.1	--	--	--	--
	5		4	3.4	--	--	--	--
	6		5	4.2	--	--	--	--
Students Receiving Migrant Education Services	3		9	6.9	--	--	--	--
	4		14	10.7	57	43	0	0
	5		6	5.1	--	--	--	--
	6		5	4.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents are instrumental, encouraged, and visible at School Site Council (SSC) meetings, parent-teacher conferences, Back-to-School Night, Open House, field trips, trimester assemblies, parent trainings, individual classroom assistance, and schoolwide events. We welcome all parents and encourage our parents and family members to visit or volunteer in the classrooms. We send out all parent notices, newsletters, and menus in English and Spanish. We provide babysitting when we have evening parent meetings. An outreach consultant provides resources to our parents and students and monthly Koffee Klatch meetings for parents.

We encourage parents to be involved in their children's education to the greatest extent possible. Parents can join our SchoolSite Council (SSC), Parent & Teacher Organization (PTO), or English Language Advisory Committee (ELAC). In addition to attending Back- to-School Night and Open House, parents also volunteer in classrooms, chaperone field trips, support school fund-raisers, and come to parent-teacher conferences in both the Fall and Spring. We also have several fun events thoughout the school year which include movie nights, and PBIS school-wide events. We reach out to support and communicate with parents in all segments of our community. Our parents provide vital support to our students and staff, together we can. For parent involvement opportunities, please contact Mr. John Jimenez, Principal at (831) 753-5750.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Staff and child supervisors monitor the school grounds before and after school, at recesses, and at lunchtime. Teachers regularly review the rules for safe, responsible behavior. We require that all visitors enter the school through the main office door, where they sign in and receive a visitor's badge.

We revise our School Safety Plan annually; it was last revised on August, 2015. The plan includes procedures for emergencies, exit routes, and location of emergency shut-off stations. We make the plan available in the school office and share it with all staff during our first staff meeting of the school year. We have monthly fire and earthquake drills and an annual emergency disaster drill. The school site's safety plan is reviewed annually by staff and School Site Council. Staff is informed of the contents of the plan, where plan is located, and how plan can be used. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback. The School Site Council approves plan by the end of February and then the plan is submitted to Monterey County Office of Education by March 1st.

Fremont has implemented Positive Behavior Interventions and Supports (PBIS), which is a proactive approach to establishing the behavioral supports and social culture needed for all students in the school to achieve social, emotional, academic success. In particular, Fremont has school-wide expectations for all students that are visible in most school areas (e.g., classrooms, cafeteria, library, computer lab, office, hallways, etc.). Other critical elements of PBIS include, but are not limited to: establishing a team/collaboration, faculty buy-in, establishing data-based decision-making system, modifying discipline referral process, forms, and definitions, establishing expectations and rules, developing lessons plans and teaching the expected behaviors, creating a reward system, refining consequences, monitoring, evaluating and modifying as needed.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.13	1.69	0.00
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	27	27	28				5	5	5			
1	28	26	27				5	5	5			
2	28	26	24				5	5	5			
3	28	28	26				5	5	5			
4	32	30	26				3	4	5	1		
5	30	31	29				4	4	4			
6	34	27	29					4	4	3		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Professional Development provided for Teachers

The major areas of professional development for teachers in 2012-2013 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)
- PBIS
- Consistent vocabulary training
- Ongoing training on English Language Development (ELD)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,876	$43,091
Mid-Range Teacher Salary	$63,212	$70,247
Highest Teacher Salary	$87,106	$89,152
Average Principal Salary (ES)	$102,512	$112,492
Average Principal Salary (MS)		$116,021
Average Principal Salary (HS)		$117,511
Superintendent Salary	$180,000	$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,468	$803	$3,665	$66,268
District	♦	♦	$5,459	$66,202
State	♦	♦	$5,348	$72,993
Percent Difference: School Site/District			-32.9	2.2
Percent Difference: School Site/ State			-21.9	-6.4

* Cells with ♦ do not require data.

Types of Services Funded

During the 2014-15 school year, the school funded the following priorities with monies allocated to the site:

- 2 Intervention Teachers
- 3 AmeriCorp Literacy Tutors
- Field trips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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