Fremont Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Fremont Elementary School
Street	1255 E. Market Street
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5750
Principal	Alberta Bustamante
Email Address	alberta.bustamante@alisal.org
School Website	https://www.alisal.org
County-District-School (CDS) Code	27-65961-602599

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2021-22 School Overview

Fremont Elementary is one of 12 schools in the Alisal Union School District. Fremont serves close to 800 students from Transitional Kindergarten through sixth grade. Our enrollment includes two Life Skills and two Special Education classes. In addition, we have one Resource Specialist Program (RSP), which includes RSP teacher and aide, Speech Therapist, one part-time psychologist, and one full-time counselor with the Whole-Child Division Counseling Program. At this time leadership includes a Principal and Assistant Principal. We also enjoy the support of a full time instructional coach, 4 para-professionals, 10 campus supervisors, three intervention teachers, and four grade level teachers to allow for regular grade-level team meetings. We continue to house two Head Start programs, one district preschool. Please note that students in early learning, and MCOE programs are not included in the reported number of students enrolled at Fremont School. Currently, the school consists of 35 self-contained classrooms. The school was build in the early 1940's and as such, the grounds and infrastructure continue to be transformed into a modern learning environment and a significant resource for the community. Most recently two 2-story buildings were constructed that contains 16 classrooms and another 15. Ongoing, by phase, construction will continue to take place for a full modernization of our school. Each classroom is equipped with projection systems and Document Cameras. Each classroom also has desktop computers for student access and a laptop for teacher use including color printers in some classrooms. All students have 1:1 access to devices (Chrome books) which they are now using remotely.

Mission:

Fremont Elementary is a collaborative community of lifelong learners that believes that EVERY child is able to learn; where learning is a fundamental human right and as such, every student deserves an equal and equitable learning opportunity to receive access to high-quality education regardless of disability, cultural background, socioeconomic status, or gender.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	132
Grade 2	118
Grade 3	99
Grade 4	107
Grade 5	125
Grade 6	106
Total Enrollment	812

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.4
Hispanic or Latino	93
Two or More Races	0.4
White	0.5
English Learners	67.9
Foster Youth	0.2
Homeless	21.8
Migrant	63
Socioeconomically Disadvantaged	98.6
Students with Disabilities	7.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.0	78.8	298.5	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	6.1	14.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.0	15.2	22.0	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.0	1.4	12115.8	4.4
Unknown	0.0	0.0	10.0	2.9	18854.3	6.9
Total Teaching Positions	33.0	100.0	349.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	4.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards.

In K-6, teachers use Eureka Math.

Year and month in which the data were collected	2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0

School Facility Conditions and Planned Improvements

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. A locked fence surrounds our campus, and ensures the safety of our students at all times. Visitors to our campus must check in at the front office and wear a visitor badge for easy identification of strangers on campus. Fremont maintains sufficient space for effective classroom instruction for students and teachers as well as safe, play structures for all students to enjoy. Our site falls under the William's Settlement. Each year our school site is monitored to ensure all facilities are in safe and working order.

Year and month of the most recent FIT report	August, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

| B. Pupil Outcomes | State Priority: Pupil Achievement |

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	NT	NT	NT	NT
Female	239	NT	NT	NT	NT
Male	203	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	437	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	250	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	156	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	435	NT	NT	NT	NT
Students Receiving Migrant Education Services	34	NT	NT	NT	NT
Students with Disabilities	32	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	NT	NT	NT	NT
Female	239	NT	NT	NT	NT
Male	203	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	437	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	250	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	156	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	435	NT	NT	NT	NT
Students Receiving Migrant Education Services	34	NT	NT	NT	NT
Students with Disabilities	32	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	442	382	86	14	18.6
Female	239	194	81	19	19.6
Male	203	188	93	7	17.6
Hispanic or Latino	437	377	86	14	18.3
English Learners	242	220	91	9	2

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	442	291	66	34	22
Female	239	158	66	34	23.4
Male	203	133	66	34	20.3
Hispanic or Latino	437	288	66	34	21.5
English Learners	242	149	62	38	9

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	NT	NT	NT	NT
Female	67	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	126	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	68	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools. At Fremont Elementary, we recognize and value the importance of parent involvement. In creating and sustaining a thriving learning environment for all students, we encourage parents to contact and partner with our school. Fremont has an active Parent-Teacher Organization (PTO), which sponsors many projects for the benefit and welfare of our students. Parents are also encouraged to participate in school and district staff development activities, including active participation and membership of our School Site Council (SSC), District English Language Acquisition Committee (DELAC), and California Association for Bilingual Education (CABE) Conference. During Koffee Klatch / "Cafecito con la Directora," PTO, SSC, LCAP, Title 1, and reclassification parent informational meetings, parents are informed about assessment, curriculum, and instruction. We also provide parents with useful information and offer ways they can contribute as active school partners to ensure our students receive an excellent education exemplified by a strong home-to-school partnership. Parents are encouraged to participate remotely in Koffee Klatch / "Cafecito con la Directora" and School Site Council.

We welcome all parents and encourage our parents and family members to visit or volunteer in the classrooms or at the site during on-site instruction. In general, a true effort is made to maintain ongoing, and collaborative home-to-school communication in both English and Spanish.   Parents at Fremont also continue to participate in Parenting Partners remotely for the 2021-2022 school year.

We value our volunteers and invite you to make a difference at Fremont! To volunteer, feel free to contact our office at (831) 753-5750. Parents can join our School Site Council (SSC), Parent & Teacher Organization (PTO), or District English Language Advisory Committee (DELAC). In addition to attending Back-to-School Night and Open House, parents can 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 throughout 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! Due to Covid-19, there have been limitations to parents being on campus but we welcome parents to reach out to us. For more information about how to get involved at your school, please contact Alberta Bustamante, School Interim Principal at (831) 753-5750.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	822	33	4.0
Female	416	410	13	3.2
Male	418	412	20	4.9
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	822	812	32	3.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	5	4	0	0.0
English Learners	568	564	20	3.5
Foster Youth	2	2	1	50.0
Homeless	178	178	12	6.7
Socioeconomically Disadvantaged	821	813	33	4.1
Students Receiving Migrant Education Services	88	88	2	2.3
Students with Disabilities	68	67	3	4.5

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.02	0.00	1.07	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	0.59	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student safety and well-being continue to be of the utmost importance at Fremont. We have emergency, earthquake, lockdown, and monthly fire preparedness drills in place. Campus supervisors monitor school grounds before and after school, at recesses, and at lunchtime with the support of administrators at the site. In addition, two teachers are assigned to yard-duty supervision before school, morning, and mid-morning recess. Supervisors attend monthly meetings with administrators on campus safety to review the rules for safe, respectful, and responsible behavior resulting in an entire campus systemic supervision process. In class, students receive character education matched to our PBIS behavioral expectations: Be Respectful, Be Responsible, and Be Safe. Our PBIS is a school-wide positive behavior intervention and support program. Our Whole-Child division counselor provides in-class training to our students and teachers on topics around bullying and prevention. Teachers regularly review the rules for safe and 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. Most recently, our staff has begun training on ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training, which focuses on providing preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. A number of selected classrooms have or will have participated in an "Alice-Lock Down" drill, where barricading exercises take place. Likewise, Fremont counts with an Alice member committee.

We revise our School Safety Plan annually and will be reviewed and approved by our School Site Council by February 2022. 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 the plan by the end of February and then the plan is submitted to the Monterey County Office of Education by March 1st. 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 one of our staff meetings of the school year. 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 the plan is located, and how the 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.

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.

Due to Covid-19, Fremont created a plan that is available on the Alisal website for the school year 2021-2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		6	
1	25		4	
2	22	1	4	
3	25		5	
4	27		4	
5	30		4	
6	21	2	4	
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	12	12		
1	24		5	
2	24		4	
3	22		5	
4	31		4	
5	27		4	
6	30		4	
Other	7	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	25	1	4	
1	26		5	
2	23		5	
3	24		4	
4	26		4	
5	31		4	
6	26		4	
Other	9	2		

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	$4,468	$803	$3,665	$66,268
District	N/A	N/A	$5,459	$78,057
Percent Difference - School Site and District	N/A	N/A	-39.3	-16.3
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-78.9	-25.8

2020-21 Types of Services Funded

Fremont Elementary has upgraded its technology by providing one-to-one student devices in grades TK-6, including our Life Skill Classrooms.This is a way to help our technology system be compatible with our Common Core Standards Based requirements, especially during remote instruction. All school classrooms have been upgraded with new color printers. Three carts on wheels are still available to support any grade level. Counseling services provide socio-emotional supports to our students and families. Counseling services continue to serve several of our students, whom on a daily basis struggle with traumas, and other emotional needs, which include low self-esteem. Parents also receive additional supports via community resources, depending on the need. Counselors make referrals outside of school as needed. Our school staff, including administration, make family referrals as needed to our Family Resource Centers, currently situated at Alisal Community School, Martin Luther King Jr. School, and Frank Paul Elementary. Our school psychologist also makes referrals to our Monterey County Behavioral Health Department as needed. We have three, Intervention teachers being funded through our Title 1 and LCFF monies; these three teachers work with our 4-6th grade classes on a daily basis via pull-out small group instruction in the area of basic literacy skills. In addition, we have another intervention teacher working withing with K-2nd grade in what students need, The goal is for the intervention teachers to support homeroom teachers with targeted, intentional, data-driven, daily, push, in small group intervention, where the homeroom teacher is the lead in addressing the need for the development of a strong reading foundation for all of our students to be able to access grade level text complexity, while also developing their vocabulary.

Write Up a STORM is a consultant funded by Fremont to provide direct professional development and coaching to teachers in the areas of Writing and English Language Development through students' vocabulary development and Close Reading. Our STORM Coach provides direct services to students when modeling lessons for teachers. He work with teachers on a monthly basis to monitor and review data, and make adjustments to instruction to ensure student learning goals are met. Teachers work with a group of no more than 6 students, three times a week, for an hour. Additional intervention services are available via our ASES program, which is our 3 hour after school program that focuses on homework and academic support via intervention on English language arts and math, as well as enrichment services via our District Music partnership, art, and STEAM. Well over one hundred students are part of our ASES program. The school also counts with one AmeriCorp tutor that provide direct, 1:1 support to students needing an extra push to reach grade level reading proficiency.

Extended learning programs are provided throughout the year for all students needing additional support in the areas of math and literacy. Some of these programs include after school homeroom tutoring with a focus in developing foundational reading skills. Saturday Academy that targets on math fluency and ELD for students near a Level 2 and 3 on the California State Assessment, ELPAC during onsite and remote instruction.

In addition students are encouraged to attend district sponsored extra curicular activites like sports, music, Folklorico, CoderDojo and Robotics throughout the year.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,838	$52,060
Mid-Range Teacher Salary	$76,157	$84,043
Highest Teacher Salary	$106,127	$107,043
Average Principal Salary (Elementary)	$127,141	$133,582
Average Principal Salary (Middle)	$0	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$210,000	$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of Fremont's School Plan for Student Achievement (SPSA). Staff development topics for 2021-22 include a focus on literacy with an emphasis on comprehension, vocabulary development, full implementation of the California Common Core State Standards (for ELA and math), and English language development. All teachers receive extensive literacy training with a focus on reading literature and informational through Close Reading and vocabulary development strengthened through our STORM teacher coaching and modeling for this academic year.

Staff Development topics are detailed more fully below and include:
1. Common Core Standards-Based planning for instruction, learning, and assessment
2. Close Reading Phases 1-3
3. Visible Learning based on John Hattie, Dr. Douglas Fisher, Nancy Frey, and Dr. Olivia Amador
4. English Language Development (integrated vs Designated ELD) and New ELD Generation Standards.
5. Coaching Cycles (for Academic Coaches)
6. Teaching to the Math standards
7. 8 Mathematical Practices-How to apply them in your classroom?
8. Write Up a STORM through Wilda Storm and Scott Woodward (focus on vocabulary development)
9. Professional development delivered through grade-level sessions during regular work days with release time for classroom teachers and Professional Development Days.
10. Eureka Math-Prep & Customization for effective lesson delivery

*Teachers are supported during implementation by the site's Instructional Coach and STORM coach.

**Small group instruction based on our site's Problem of Practice driven by school-wide diagnostic assessment data, such as the BPST.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Alisal Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT		NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.