

Fremont Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 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 |

2022-23 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 |

2022-23 School Overview

Fremont Elementary is one of 12 schools in the Alisal Union School District. Fremont serves close to 735 students from Kindergarten through sixth grade. Our enrollment includes three Life Skills. In addition, we have one Resource Specialist Program (RSP), which includes an RSP teacher and aide, a Speech Therapist, one 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, 11 para-professionals, 10 campus supervisors, five intervention teachers, and four grade-level teachers to allow for regular grade-level team meetings. We continue to house two Head Start programs and 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 built in the early 1940s 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 contain 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) that 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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 115 |
| Grade 1 | 105 |
| Grade 2 | 133 |
| Grade 3 | 108 |
| Grade 4 | 97 |
| Grade 5 | 106 |
| Grade 6 | 119 |
| Total Enrollment | 783 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.2 |
| Male | 50.8 |
| American Indian or Alaska Native | 0.1 |
| Asian | 0.0 |
| Black or African American | 0.0 |
| Filipino | 0.3 |
| Hispanic or Latino | 98.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.3 |
| White | 0.4 |
| English Learners | 68.8 |
| Foster Youth | 0.1 |
| Homeless | 16.0 |
| Migrant | 9.1 |
| Socioeconomically Disadvantaged | 94.9 |
| Students with Disabilities | 10.0 |



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

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) | 26.00 | 78.79 | 298.50 | 85.41 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 6.06 | 14.00 | 4.01 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.00 | 15.15 | 22.00 | 6.29 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 5.00 | 1.43 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 10.00 | 2.86 | 18854.30 | 6.86 |
| Total Teaching Positions | 33.00 | 100.00 | 349.50 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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) | 26.00 | 74.29 | 294.00 | 86.22 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 3.00 | 8.57 | 11.00 | 3.23 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6.00 | 17.14 | 18.00 | 5.28 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 5.00 | 1.47 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 13.00 | 3.81 | 15831.90 | 5.67 |
| Total Teaching Positions | 35.00 | 100.00 | 341.00 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 4.00 | 5.00 |
| Misassignments | 1.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 5.00 | 6.00 |

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.00 | 2.80 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 18.10 | 2.80 |

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

2022-23 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 |
| Foreign Language | Not applicable | No | 0 |
| Health | Not applicable | No | 0 |
| Visual and Performing Arts | Not applicable | No | 0 |
| Science Laboratory Equipment (grades 9-12) | Not applicable | No | 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 | | | |
| 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 | X | | |

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 21 | N/A | 27 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 12 | N/A | 16 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 428 | 422 | 98.60 | 1.40 | 21.09 |
| Female | 208 | 207 | 99.52 | 0.48 | 27.54 |
| Male | 220 | 215 | 97.73 | 2.27 | 14.88 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 423 | 417 | 98.58 | 1.42 | 21.10 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 240 | 237 | 98.75 | 1.25 | 4.22 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 69 | 69 | 100.00 | 0.00 | 15.94 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 415 | 409 | 98.55 | 1.45 | 21.27 |
| Students Receiving Migrant Education Services | 23 | 22 | 95.65 | 4.35 | 18.18 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 2.50 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 428 | 424 | 99.07 | 0.93 | 11.56 |
| Female | 208 | 208 | 100.00 | 0.00 | 10.10 |
| Male | 220 | 216 | 98.18 | 1.82 | 12.96 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 423 | 419 | 99.05 | 0.95 | 11.46 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 240 | 238 | 99.17 | 0.83 | 3.78 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 69 | 69 | 100.00 | 0.00 | 8.70 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 415 | 411 | 99.04 | 0.96 | 11.92 |
| Students Receiving Migrant Education Services | 23 | 23 | 100.00 | 0.00 | 4.35 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 0.00 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 6.73 | NT | 11.7 | 28.5 | 29.47 |

2021-22 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 104 | 104 | 100 | 0 | 6.73 |
| Female | 63 | 63 | 100 | 0 | 7.94 |
| Male | 41 | 41 | 100 | 0 | 4.88 |
| 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 | -- | -- | -- | -- | -- |
| Hispanic or Latino | 101 | 101 | 100 | 0 | 6.93 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 52 | 52 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 12 | 100 | 0 | 8.33 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 99 | 99 | 100 | 0 | 7.07 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 96 | 96 | 96 | 96 | 96 |

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.

2022-23 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 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 the Simon Silva Parent workshop, Cara y Corazon, Loving Solutions, and Children First parent training for the 2022-2023 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 Principal at (831) 753-5750.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 819 | 812 | 235 | 28.9 |
| Female | 399 | 397 | 104 | 26.2 |
| Male | 420 | 415 | 131 | 31.6 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 2 | 2 | 2 | 100.0 |
| Hispanic or Latino | 807 | 800 | 230 | 28.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 3 | 3 | 1 | 33.3 |
| English Learners | 572 | 567 | 153 | 27.0 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 125 | 125 | 32 | 25.6 |
| Socioeconomically Disadvantaged | 785 | 779 | 220 | 28.2 |
| Students Receiving Migrant Education Services | 77 | 75 | 21 | 28.0 |
| Students with Disabilities | 95 | 95 | 43 | 45.3 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.98 | 0.01 | 1.09 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.98 | 0.00 |
| Female | 0.50 | 0.00 |
| Male | 1.43 | 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 | 0.99 | 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 | 0.70 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.80 | 0.00 |
| Socioeconomically Disadvantaged | 1.02 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.05 | 0.00 |

2022-23 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 recess, 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 during 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 Active Shooter 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. Classrooms have or will have participated in a "Lock Down" drill, where barricading exercises take place. Likewise, Fremont counts with a Safety member committee.

We revise our School Safety Plan annually and will be reviewed and approved by our School Site Council by February 2023. 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 the 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, and 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, office, hallways, etc.). Other critical elements of PBIS include, but are not limited to: establishing a team/collaboration, faculty buy-in, establishing a 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 2022-2023.

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.

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 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 22 | 1 | 4 | |
| 1 | 20 | 3 | 2 | |
| 2 | 25 | | 5 | |
| 3 | 27 | | 4 | |
| 4 | 23 | | 4 | |
| 5 | 25 | | 4 | |
| 6 | 29 | | 4 | |
| Other | 7 | 4 | | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 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) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | .33 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 1 |
| Other | 1 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4,468 | \$803 | \$3,665 | \$66,268 |
| District | N/A | N/A | \$5,459 | \$78,497 |
| Percent Difference - School Site and District | N/A | N/A | -39.3 | -16.9 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | -57.1 | -27.4 |

2021-22 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. All classrooms in 2023 will have ViewSonic ViewBoard installed to enhance instruction through up-to-date technology. In addition, teachers will receive virtual training to use the ViewSonic ViewBoards. Counseling services provide socio-emotional support 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. The district has hired 3 social workers to serve all schools within the district. Parents also receive additional support 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 four, Intervention teachers being funded through our Title 1 and LCFF monies; these four teachers work with our kinder-6th grade classes on a daily basis via push-in small group instruction in the area of basic literacy skills. In addition, we have another intervention teacher working with 3rd-4th 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 leader 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. She works with teachers on a monthly basis to monitor and review data, and make adjustments to instruction to ensure student learning goals are met. 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 in 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 on one AmeriCorp tutor that provides direct, 1:1 support to students needing an extra push to reach grade-level reading proficiency. In addition, a second after-school program is currently in place which focuses on Math, Dance, and Music. In January a Math academy will be in progress to help with students' needs in Math.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$52,641 |
| Mid-Range Teacher Salary | \$76,157 | \$83,981 |
| Highest Teacher Salary | \$106,127 | \$107,522 |
| Average Principal Salary (Elementary) | \$131,232 | \$136,247 |
| Average Principal Salary (Middle) | | \$142,248 |
| Average Principal Salary (High) | | \$139,199 |
| Superintendent Salary | \$220,000 | \$242,166 |
| Percent of Budget for Teacher Salaries | 27% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 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 2022-23 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. English Language Development (integrated vs Designated ELD) and ELA Standards.
4. Coaching Cycles (for Academic Coaches)
5. Teaching the Math standards
6. Write Up a STORM through Wilda Storm and Scott Woodward (focus on vocabulary development)
7. Professional development is delivered through grade-level sessions during regular work days with release time for classroom teachers and Professional Development Days.

*Teachers are supported during implementation by the site's Instructional Coach, ELD 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 Diagnostic Placement Assessment.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |