

Fremont Elementary

2020-2021 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
Street	1930 West 10th Street
City, State, Zip	Santa Ana, CA 92703-2045
Phone Number	(714) 972-4300
Principal	Armando Gutierrez
Email Address	armando.gutierrez@sausd.us
School Website	www.sausd.us/fremont
County-District-School (CDS) Code	30-66670-6030266

2021-22 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2021-22 School Overview

Fremont Elementary is located on the corner of West 10th Street and English Street, just north of West Civic Center Drive. Fremont Elementary is a self-contained, open space building with partitions serving as room dividers. There are 25 classroom spaces, a library, a music room, a computer lab, and a variety of offices. All classrooms have a SMART Board, as well as a ViewSonic® ViewBoard® interactive flat panel (IFP) display. All students, TK/K through 5th grade have school-issued Chromebooks to provide 1:1 digital access for all Fremont students. Fremont also provides school-wide WiFi access for all staff, students, and visitors. In addition, Kindergarten classes have access to 60 iPads. Parents have access to Chromebooks in the school Parent Wellness Center. Fremont Elementary School is a thriving and exciting place for students to learn. It is the goal of all staff members to provide each child with the academic, social, and emotional tools necessary to becoming competent, capable, and concerned 21st Century citizens. Everyone is committed to providing all students with the best and sound instructional education and are passionate about ensuring academic success for all. The foundation for this success is grounded in the school partnership with parents and the community.

During the 2020-21 school year, Fremont Elementary's instructional delivery moved to distance learning due to the COVID-19 pandemic; for this current school year 2021-22, Fremont Elementary has opened its doors to in-person instructional delivery while closely following the state and SAUSD COVID-19 safety protocols. Those families wishing to continue distance learning are doing so through the Santa Ana Virtual Academy (SAVA) program established for this school year by the Santa Ana Unified School District (SAUSD). Student engagement in this instruction happens with teacher-directed live lessons delivered to the whole class and/or small groups; in addition students are provided asynchronous work. In-person instruction is focusing on first best practices for whole group engagement and - in particular - focusing on small group instruction. Both in-person and SAVA program utilize instructional strategies that engage students in learning activities that help them meet the Common Core State Standards in both English Language Arts and Mathematics preparing them for college and career. Through data analysis of student assessments, the instructional staff continues identifying the need for a literacy campaign to increase reading comprehension and fluency. The staff is committed to creating a positive and safe school climate, both at the school site and during online learning, through Positive Behavior Interventions and Supports (PBIS); as such during the 2019-20 school year, Fremont was recognized as a Platinum School by the California PBIS (Positive Behavior Intervention Strategies) Coalition for implementing PBIS with fidelity to the national framework.

2021-22 School Overview

Fremont Elementary students are offered a variety of programs that provide them with both enrichment and intervention. All students use technology for personalized learning through Spatial-Temporal Math (ST Math - also known as JiJi), Accelerated Reader (AR), Reflex, Khan Mappers, IXL, Lexia and/or Reading Plus. Throughout the school year, teachers offer students before-or-after school tutoring or enrichment. The school provides a full inclusion Mild-to-Moderate Special Education program in several service models, pull-out and/or push-in, as well as collaboration with a specialist. The Engage 360 after-school program offers academic enrichment, homework support, and physical activity to approximately 200 students. During the summer break 2021, students participated in Engage 360, Summer Enrichment, or Extended School Year (ESY). Students are given the opportunity to develop their leadership skills through student council and a variety of school based programs. In addition, students in grades K-5 are provided with music classes; there is a preschool program, as well. Prior to the 2020-21 school year, Fremont Elementary had supported an early literacy, Mommy/Daddy-and-Me classes offered on campus to help prepare young children for kindergarten, as well as incoming kindergarten students having been offered a 2 week Kinder Boot Camp experience to help the transition into kindergarten and make the beginning of the coming school year less stressful and more familiar experience. All these programs are on-hold due to the current protocols with COVID-19; once the state and SAUSD give approval to allow school sites to continue their respective programs while following established COVID-19 protocols, Fremont Elementary will make plans to implement the aforementioned activities. Parents are our partners and are always welcome on our school campus as parent leaders, volunteers, or participants in the learning opportunities being offered; however, this has been adapted to the online setting as pursuant to safety pandemic protocols. School Site Council and ELAC meetings have been meeting in-person, following established SAUSD and school safety protocols. Monthly parent meetings and weekly trainings are provided for parents during this time, all online for the time being. There is now a full-time Family And Community Engagement (FACE) liaison and a Turning Point counselor for two (2) days-per-week to assist and help meet the social and emotional needs of our students and their families.

School Mission

Fremont Elementary School promotes high academic achievement through an integrated, California Common Core State Standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships forms an integral component that maximizes every child's individual academic, social, and emotional growth.

School Vision

Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college and career and to develop into socially responsible, contributing members of society, with a life-long commitment to learning.

Statement of Behavior Purpose

Fremont Elementary is a community of scholars whose goal is to learn and to help each other to be good citizens.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	68
Grade 2	76
Grade 3	77
Grade 4	78
Grade 5	75
Total Enrollment	447

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	1.3
Black or African American	0.2
Hispanic or Latino	96.9
White	0.9
English Learners	46.3
Homeless	4.7
Socioeconomically Disadvantaged	90.4
Students with Disabilities	14.1

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>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Trustees. On September 14, 2021, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 21/22-3421, which certifies as required by Education Code §60119 that for the 2021-2022 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 14, 2021
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Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		

Science(s)**Social Science****School Facility Conditions and Planned Improvements**

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report

7/7/2021

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		CR -4: Carpet has holes -W/O #74972 CR-1: Wooden molding in doorway needs repair -W/O #74965 CR-27: Carpet has holes -W/O #74972 CR-28: Carpet has holes -W/O #74972 CR-29: Carpet has holes -W/O #74972 CR-31: Strip of carpet is missing -W/O #74972 CR-5: Carpet has holes -W/O #74972
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			CAFETERIA BOYS RR: Light fixture crack -W/O #74956
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			STAFF LOUNGE: Faucet leaks -W/O #74962
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

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	233	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	118	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	41	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	233	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	118	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	41	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.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	230	225	97.83	2.17	25.78
Female	113	111	98.23	1.77	28.83
Male	117	114	97.44	2.56	22.81
American Indian or Alaska Native	1	1	100	0	0
Asian	2	2	100	0	0

Hispanic or Latino	223	218	97.76	2.24	26.15
White	4	4	100	0	25
English Learners	115	112	97.39	2.61	10.71
Homeless	12	12	100	0	0
Socioeconomically Disadvantaged	216	211	97.69	2.31	26.07
Students Receiving Migrant Education Services	2	2	100	0	0
Students with Disabilities	47	46	97.87	2.13	6.52

*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.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	230	224	97.39	2.61	19.2
Female	113	111	98.23	1.77	17.12
Male	117	113	96.58	3.42	21.24
American Indian or Alaska Native	1	1	100	0	0
Asian	2	2	100	0	0
Hispanic or Latino	223	217	97.31	2.69	19.35
White	4	4	100	0	25
English Learners	115	111	96.52	3.48	7.21
Homeless	12	11	91.67	8.33	0
Socioeconomically Disadvantaged	216	210	97.22	2.78	19.05
Students Receiving Migrant Education Services	2	2	100	0	50
Students with Disabilities	47	46	97.87	2.13	10.87

*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	16.34	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	75	NT	NT	NT	NT
Female	35	NT	NT		
Male	40	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	75	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	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	13	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

Parents are highly encouraged to get involved in Fremont Elementary School's learning community by volunteering their time, attending school-sponsored events, and/or sharing in the decision-making process; however, due to current state and SAUSD COVID-19 safety protocols, many of the proceeding activities are being held in virtual format. The school will welcome assistance in the classrooms, library, office, and during special school events, chaperone educational field trips, and the like, once the state and SAUSD allow these events to be conducted following strict COVID-19 safety protocols. Fremont Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts including:

- Monthly Parent Meetings (virtual format)
- Back-to-School Night (virtual format) and Open House (To Be Determined - TBD)
- Friday Morning flag assemblies (parents safely viewing from a distance)
- Student performances (TBD)
- Fundraisers (TBD)
- Music and choir performances (TBD)
- Promotion activities (TBD)
- Student recognition assemblies (TBD)
- Parent education classes, trainings, and/or workshops (TBD)

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council (In-person following safety protocols)
- LCAP Meeting (TBD)
- English Learner Advisory Committee (In-person following safety protocols)
- Parent Teacher Association (PTA)
- GRIP Greeter Program (TBD)

2021-22 Opportunities for Parental Involvement

Parents seeking more information about becoming an active member in the school community may contact the school office at (714) 972-4300. The school's Parental Involvement Policy (PIP) provides more details about how parents can partner with the school. A copy is sent home at the beginning of the school year in the student information packet but copies are always available in the school office.

School-to-home communication is provided in both English, Spanish, and Vietnamese (whenever possible - see list below for details). Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Parent Square (Vietnamese included)
- Personal phone calls
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers (Vietnamese included)
- Letters
- School Marquee/Banners
- Remind/Class Dojo/Emails/Social Media

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	456	37	8.1
Female	228	224	14	6.3
Male	234	232	23	9.9
American Indian or Alaska Native	2	2	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	448	442	37	8.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	0	0.0
English Learners	257	253	17	6.7
Foster Youth	3	3	1	33.3
Homeless	25	25	6	24.0
Socioeconomically Disadvantaged	383	382	34	8.9
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	78	78	7	9.0

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	1.75	0.00	3.17	0.02	3.47	0.20
Expulsions	0.00	0.00	0.04	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	0.58	2.24	2.45
Expulsions	0.00	0.04	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

CSSPs were waived due to closure during COVID from March 2020 to August 2021

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

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	23	1	3	
1	28		3	
2	30		3	
3	30		3	
4	28		3	
5	32		2	1
6				

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	25		3	
1	27		3	
2	27		3	
3	28		3	
4	26		3	
5	26		3	
6				

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	24		3	
1	23		3	
2	25		3	
3	26		3	
4	26		3	
5	25		3	
6				

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	0
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	\$9,103.60	\$1,717.57	\$7,386.04	\$108,332.82
District	N/A	N/A	\$109,175	\$96,823
Percent Difference - School Site and District	N/A	N/A	-174.7	11.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-13.4	24.5

2020-21 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

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	\$59,122	\$50,897
Mid-Range Teacher Salary	\$90,285	\$78,461
Highest Teacher Salary	\$114,555	\$104,322
Average Principal Salary (Elementary)	\$145,937	\$131,863
Average Principal Salary (Middle)	\$140,916	\$137,086
Average Principal Salary (High)	\$163,317	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District (SAUSD) are aligned to equip teachers to provide instruction of the California Common Core State Standards. During state, county, and district mandated school building closures due to the Covid 19 virus, Professional Development is offered to all teachers and staff to support and instruct them in all components necessary for the distance learning model, and this approach will continue during this school year 2021-22 until further notice. Parent engagement and communication is done exclusively online to deliver information concerning academic progress and social emotional wellness as well as community resources and support for all family needs. Parent, student, and staff surveys are utilized to help inform decisions by the site and district to better support parents and students.

For the 2020-21 school year, there was extensive staff development prior to the start of school that focused on remote teaching and learning for students; due to the pandemic, the district was able to extend the number of staff development days for teachers to allow for more time to delve into this for teachers which began with a basic platform in how to prepare a Google classroom for students to access their assignments for both synchronous and asynchronous learning, to understanding students socio-emotional status and how to respond. In addition, during the first 12 weeks of school teachers were given 1 hour a week to continue with their professional development and to deepen their understanding of distance learning and how to meet the needs of students. As was previously shared, in-person instruction has been provided for this school year 2021-22; those families seeking to continue distance learning have been afforded that request through the SAUSD Santa Ana Virtual Academy (SAVA) program; moreover, those families that wish to return their child(-ren) to in-person instruction can do so. The subsequent programs are proffered to all staff personnel attending Fremont Elementary:

Implementation of newly adopted Mathematics (Expressions) and English Language Arts (Benchmark Advanced) curriculum
 English Language Development
 Response-to-Intervention (RtI)
 Reading Intervention Strategies
 Differentiated Instruction
 Gifted-and-Talented Education (GATE)
 MAP Testing
 PBIS (Positive Behavior and Intervention Supports)
 Special Education
 PBIS training
 Math Expressions trainings
 SIPPS trainings (2016 to present)
 AVID Trainings

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period; more information about the TIPS Induction Program is available on www.sausdtips.org.

To support veteran teachers - as well as new teachers to the district - SAUSD offers Peer Assistance and Review (PAR), which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers - referred to as Consulting Teachers (CTs) - provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, academic subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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	7	5	7