Fremont Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Fremont Elementary
Street	1930 West 10th Street
City, State, Zip	Santa Ana, CA 92703
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

2023-24 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	www.sausd.us

2023-24 School Description and Mission Statement

Fremont Elementary School is located on the corner of West 10th Street and English Street, 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; in addition, Kindergarten classes have access to 60 iPads. Fremont also provides school-wide WiFi access for all staff, students, and visitors; furthermore, parents have access to Chromebooks within 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 in 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's partnership with parents and the surrounding school community.

Since the 2021-22 school year, Fremont Elementary School has opened its doors to in-person instructional delivery while closely continuing to follow the state and SAUSD COVID-19 safety protocols; those families who wish to continue distance learning continue to do so through the Santa Ana Virtual Academy (SAVA) program established during the 2021-22 school year by the Santa Ana Unified School District (SAUSD). During this school year 2023-24, the same aforementioned approach is being utilized at Fremont Elementary School, with respect to in-person instructional delivery or continuing distance learning via SAVA. Student engagement with in-person instructional delivery happens with teacher-directed live lessons delivered to the whole class and/or small groups; in addition, students are provided independent work. In-person instruction is focusing on best first practices for whole group engagement and - in particular - focusing on small group instruction. Both in-person and SAVA programs utilize instructional strategies that engage students in learning activities that help them meet the California Common Core State Standards - in both English Language Arts and Mathematics - to prepare 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 in creating a positive and safe school climate, both at the school-site or 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 Coalition for implementing PBIS with fidelity to the national framework.

2023-24 School Description and Mission Statement

Fremont Elementary School 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 2023, 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 TK/K-5 are provided with music classes; there is a preschool program, as well. 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 carefully adapted to online setting or in-person, pursuant to safety pandemic protocols; for example, School Site Council (SSC), English Language Advisory Council (ELAC), and parent meetings have been meeting in-person, following established SAUSD and school safety protocols. Fremont Elementary School has a full-time Family And Community Engagement (FACE) liaison, one (1) full-time counselor, and a Turning Point counselor for one (1) day-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 form 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	55
Grade 3	63
Grade 4	70
Grade 5	67
Total Enrollment	402

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
Asian	1.7%
Hispanic or Latino	97.3%
White	0.7%
English Learners	55%
Foster Youth	1.2%
Homeless	9.7%
Migrant	0.2%
Socioeconomically Disadvantaged	77.6%
Students with Disabilities	14.9%

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)	18.00	100.00	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.00	0.00	177.80	9.16	18854.30	6.86
Total Teaching Positions	18.00	100.00	1942.60	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)	18.90	99.63	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.32	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.50	1.15	11953.10	4.28
Unknown	0.00	0.00	127.30	6.20	15831.90	5.67
Total Teaching Positions	19.00	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 26, 2023

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, *Math Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2023	TCI, *Social Studies Alive!*	K-5

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	7/23/2023

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			PLAYGROUND #3: CHAINLINK FENCE LOOSE -WO #75460
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ENGLISH PLAYGROUND: PLASTIC SLIDE IN ENGLISH PLAYGROUND IS BROKEN -WO #81799

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	32	31	32	47	46
Mathematics (grades 3-8 and 11)	20	28	19	20	33	34

2022-23 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	198	192	96.97	3.03	31.77
Female	99	96	96.97	3.03	38.54
Male	99	96	96.97	3.03	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	189	183	96.83	3.17	31.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	95	94.06	5.94	11.58
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	32.00
Military	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	161	158	98.14	1.86	27.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	8.57

2022-23 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	198	198	100.00	0.00	28.28
Female	99	99	100.00	0.00	27.27
Male	99	99	100.00	0.00	29.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	189	189	100.00	0.00	28.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	101	100.00	0.00	9.90
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	36.00
Military	12	12	100.00	0.00	8.33
Socioeconomically Disadvantaged	161	161	100.00	0.00	25.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	11.43

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.49	14.06	15.30	16.00	29.47	30.29

2022-23 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	64	64	100.00	0.00	14.06
Female	30	30	100.00	0.00	13.33
Male	34	34	100.00	0.00	14.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.4	65.6	65.6	88.5	68.9

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.

2023-24 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; that said, the proceeding activities are carefully being monitored and held in-person. The school is welcoming assistance in the classrooms, library, office, and during special school events (chaperone educational field trips and the like).

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

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and/or the design of the Fremont Elementary School's School Plan for School Achievement (SPSA):
- School Site Council (SSC)
- Local Control and Accountability Plan (LCAP) meeting
- English Learner Advisory Committee (ELAC)
- Parent Teacher Organization (PTO)

2023-24 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, and 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 (English / Spanish / Vietnamese included) App
- Personal phone calls
- School web site (https://www.sausd.us/fremont)
- Public Service Channel 31 or 51
- School and/or Classroom newsletters
- Flyers (English / Spanish / Vietnamese included)
- Letters
- School Marquee/Banners
- Remind/Class Dojo/Emails/Other Social Media Apps

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	423	421	89	21.1
Female	212	212	39	18.4
Male	211	209	50	23.9
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	410	408	89	21.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	236	236	56	23.7
Foster Youth	6	6	0	0.0
Homeless	42	41	7	17.1
Socioeconomically Disadvantaged	349	347	77	22.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	81	80	21	26.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Safety Plan Approval Date: Feb. 26, 2023

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.

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	

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	15	2	3	
1	10	5		
2	11	5	1	
3	17	1	3	
4	11	4	3	
5	9	6	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	3	1	0
1	14	2	3	0
2	28	0	2	0
3	13	4	1	0
4	23	0	3	0
5	13	2	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	201

2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$14,117	$3,753	$10,364	$121,373
District	N/A	N/A	$8,610	$98,288
Percent Difference - School Site and District	N/A	N/A	-16.8	13.8
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	9.8	28.8

Fiscal Year 2022-23 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
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- 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
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary

Fiscal Year 2022-23 Types of Services Funded

- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$63,168	$55,550
Mid-Range Teacher Salary	$94,508	$80,703
Highest Teacher Salary	$122,396	$109,418
Average Principal Salary (Elementary)	$155,452	$137,703
Average Principal Salary (Middle)	$152,508	$143,760
Average Principal Salary (High)	$167,818	$159,021
Superintendent Salary	$350,000	$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

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. Professional Development are being carefully monitored and offered to all teachers and staff via distance learning or in-person trainings in order to support and instruct them in all components necessary for the in-person or distance learning model of instruction, and this approach will continue during this school year 2023-24. Parent engagement and communication also follows the same routine as stated in the latter in order 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.

The subsequent programs are proffered to all staff personnel currently attending Fremont Elementary School:

- Implementation of adopted Mathematics (Expressions) and English Language Arts (Benchmark Advanced) curriculum
- Implementation of adopted Social Studies (Teacher's Curriculum Institute [TCI]) curriculum
- English Language Development (Learning How English Works [LHEW])
- Project Read Framing Your Thoughts
- Mathematics Habit of Practice (MHOP)
- Response-to-Intervention (RtI)
- Reading Intervention Strategies
- Differentiated Instruction
- Gifted-and-Talented Education (GATE)
- Measure of Academic Progress (MAP) Testing
- Positive Behavior and Intervention Supports (PBIS)
- Special Education
- PBIS training
- Math Expressions training
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) trainings (2016 to present)
- Advancement Via Individual Development (AVID) Trainings

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Teacher Induction and Professional Support (TIPS) Induction Program is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (i.e. mentor teacher) and provided individualized support over a two (2)-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 development workshops and/or conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Department of Education (OCDE) and courses offered by community colleges and universities. Classified support staff may also 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7