



Fremont Elementary School

1255 E. Market Street • Salinas CA, 93905 • (831) 753-5750 • Grades K-6

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<https://www.alisal.org/Domain/14>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Alisal Union School District

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Whole Child Services

School Description

Fremont Elementary is one of 12 schools in the Alisal Union School District. Fremont serves over 800 students from Transitional Kindergarten through sixth grade. Our enrollment includes one Special Day class/General Academics (SDC), and two Life Skills, Special Education classes. In addition, we have one Resource Specialist Program (RSP), which includes RSP teacher and aide, Speech Therapist, one part-time psychologist, one full-time counselor with the Whole-Child Division Counseling Program, and a part time Sticks and Stones counselor. We continue to house two Head Start programs, one district preschool, and two Monterey County (MCOE) special education classes. 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 36 self-contained classrooms. The school was built in the early 1940's and as such, the grounds and infrastructure continue to be transformed into a modern learning environment and a significant resource for the community. Most recently a 2-story building was constructed that contains 16 classrooms. On going, 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 each classroom. All students have 1:1 access to devices (Dell Venues and Chrome books).

Mission:

Fremont Elementary is a collaborative community of lifelong learners that believes that EVERY child is able to learn; 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. Students need to feel welcome to be able to express themselves and have a voice in what and how they will be learning in order to become a fully privileged citizen. ALL learners are empowered to persevere as leaders and develop innovative strategies to succeed academically, socially, emotionally, and behaviorally-as "Whole" students, where all three areas (academic, social-emotional, and behavior) are regarded as critical components of an integral whole-child's success.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	133
Grade 1	124
Grade 2	122
Grade 3	116
Grade 4	131
Grade 5	122
Grade 6	139
Total Enrollment	887

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	80.0
Native Hawaiian or Pacific Islander	0.0
White	0.1
Socioeconomically Disadvantaged	89.5
English Learners	83.4
Students with Disabilities	8.2
Foster Youth	0.0

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

Teacher Credentials			
Fremont Elementary School	16-17	17-18	18-19
With Full Credential	32	27	27
Without Full Credential	6	12	8
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fremont Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Exemplary	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	22.0	22.0	28.0	32.0	48.0	50.0
Math	15.0	13.0	21.0	23.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	10.2	5.9

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	484	99.38	22.11
Male	244	243	99.59	16.46
Female	243	241	99.18	27.80
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	438	436	99.54	23.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	464	461	99.35	22.34
English Learners	460	458	99.57	22.05
Students with Disabilities	51	50	98.04	6.00
Students Receiving Migrant Education Services	20	20	100.00	20.00

Note: 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.

Note: 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.

Note: 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	486	482	99.18	13.07
Male	244	243	99.59	11.93
Female	242	239	98.76	14.23
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	438	435	99.32	13.56
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	463	459	99.14	13.51
English Learners	459	456	99.35	12.94
Students with Disabilities	51	50	98.04	0
Students Receiving Migrant Education Services	20	19	95	5.26

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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 visit 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.

We welcome all parents and encourage our parents and family members to visit or volunteer in the classrooms or at the site, 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 participate in Parenting Partners for the 2018-2019 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!

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.

School Safety Plan

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

We revise our School Safety Plan annually; it was last revised on February, 2018, and will be reviewed and approved by our School Site Council by February 22, 2019. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback. The School Site Council approves plan by the end of February and then the plan is submitted to Monterey County Office of Education by March 1st. The plan includes procedures for emergencies, exit routes, and location of emergency shut-off stations. We make the plan available in the school office and share it with all staff during one of our staff meetings of the school year. The school site's safety plan is reviewed annually by staff and School Site Council. Staff is informed of the contents of the plan, where plan is located, and how plan can be used. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback. The School Site Council approves plan by the end of February and then the plan is submitted to Monterey County Office of Education by March 1st.

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

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	3
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	30	26	20		1	3	5	4	4			
1	24	25	24				5	5	5			
2	26	22	25				5	5	4			
3	22	25	29				5	5	4			
4	32	26	32				2	4	3	2		1
5	31	33	28				4	2	4		2	
6	28	31	26			2	4	4	1			3
Other			24						1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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 2018-19 include a focus on literacy with an emphasis on comprehension, vocabulary development, full implementation of the California Common Core State Standards (for ELA and math), and English language development. All teachers receive extensive literacy training with a focus on reading literature and informational through Close Reading and vocabulary development strengthened through our STORM teacher coaching and modeling for this academic year.

Staff Development topics are detailed more fully below and include:

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

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

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$50,084
Mid-Range Teacher Salary	\$71,785	\$80,256
Highest Teacher Salary	\$100,035	\$100,154
Average Principal Salary (ES)	\$117,416	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$195,000	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Fremont Elementary has upgraded their technology by providing one to one student devices in grades K-6, including our Special Day Classrooms.. This is a way to help our technology system be compatible with our Common Core Standards Based requirements. All school classrooms have been upgraded with new color printers. Three carts on wheels are still available to support any grade level. Counseling services are funded by Fremont to 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. Parents also receive additional supports via community resources, depending on the need. Counselor make referrals outside of school as needed. Our school staff, including administration make family referrals to our Family Resource Centers, currently situated at Alisal Community School, Martin Luther King Jr. School, and Frank Paul Elementary. Most recently, Fremont has been provided with a site Parent Education Specialist; from Tuesdays-Thursdays, 2-4 p.m. Our school psychologist also make referrals to our Monterey County Behavioral Health Department as needed. We have two, Intervention teachers being funded through our Title 1 monies; these two teachers work with our K-3rd grade classes; while an additional Intervention Teacher for grades 4-6 was funded by the district. The goal is for the intervention teachers to support homeroom teachers with targeted, intentional, data-driven, daily, push, in small group intervention, where the homeroom teacher is the lead in addressing the need for the development of a strong reading foundation for all of our students to be able to access grade level text complexity, while also developing their vocabulary.

Write Up a STORM is a consultant funded by Fremont to provide direct professional development and coaching to teachers in the areas of Writing and English Language Development through students' vocabulary development and Close Reading. Our STORM Coach provides direct services to students when modeling lessons for teachers. He work with teachers on a monthly basis to monitor and review data, and make adjustments to instruction to ensure student learning goals are met. Lexia Core 5 after school support services are made available to students needing additional intervention support. Teachers work with a group of no more than 6 students, three times a week, for an hour. Additional intervention services are available via our ASES program, which is our 3 hour after school program that focuses on homework and academic support via intervention on English language arts and math, as well as enrichment services via our District Music partnership, art, and STEAM. One hundred students are part of our ASES program. The school also counts with two AmeriCorp tutors that provide direct, 1:1 support to students needing an extra push to reach grade level reading proficiency.

Fremont also funds an additional dance program after school, opened for all interested students. Girls, Inc. also provides a series of workshops for our 4th and 5th grade girls and their mothers to explore their feelings, values and expectations. These series provides participants the opportunity to practice decision making and problem solving skills; opportunities to learn about open communication; provides factual information about the changes girls may experience during puberty; and helps parents to answer questions about sexual behavior and puberty without embarrassment. Similarly, Fremont also funds Reading is Fundamental (RIF), by purchasing books for all of our students to take home, free of charge to students/families! The idea is for students to be able to have access to age-appropriate books to take home and own to create a continuous focus on reading. This program relies on a fundamental truth: If you provide children choice and access, they will become more engaged readers and learners!

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,468	\$803	\$3,665	\$66,268
District	◆	◆	\$5,459	\$71,625
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-32.9	2.2
Percent Difference: School Site/ State			-21.9	-6.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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).

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.