



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>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alisal Union School District

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Salinas, CA 93905
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District Governing Board

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Superintendent

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**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera
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Dr. Jairo Arellano
**Assistant Superintendent,
Whole Child Services**

School Description

Fremont Elementary is one of 12 schools in the Alisal Union School District. Fremont serves over close to 900 students from Transitional Kindergarten through sixth grade. Our enrollment includes 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 34 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 some classrooms. All students have 1:1 access to devices (Chrome books).

Mission:

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

About 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	101
Grade 2	113
Grade 3	127
Grade 4	109
Grade 5	119
Grade 6	120
Total Enrollment	837

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	0.1
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.1
White	2.7
Two or More Races	0.2
Socioeconomically Disadvantaged	94.5
English Learners	83.5
Students with Disabilities	7.4
Foster Youth	0.1
Homeless	11.9

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

Teacher Credentials for Fremont Elementary	17-18	18-19	19-20
With Full Credential	27	27	31
Without Full Credential	12	8	7
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Fremont Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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: 2019

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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No 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, 2019

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	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	22	31	32	36	50	50
Math	13	22	23	28	38	39

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.

School Year 2018-19 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	464	459	98.92	31.37
Male	231	227	98.27	22.47
Female	233	232	99.57	40.09
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	418	416	99.52	31.01
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	455	451	99.12	31.49
English Learners	433	429	99.08	30.54
Students with Disabilities	47	47	100.00	6.38
Students Receiving Migrant Education Services	21	21	100.00	19.05
Homeless	62	62	100.00	0.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.3	11.8	7.6

Note: 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.

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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 2018-19 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	464	463	99.78	21.60
Male	231	231	100.00	18.18
Female	233	232	99.57	25.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	418	417	99.76	21.82
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	455	454	99.78	21.59
English Learners	433	432	99.77	21.06
Students with Disabilities	47	47	100.00	4.26
Students Receiving Migrant Education Services	21	21	100.00	23.81
Homeless	62	62	100.00	0.00

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 2019-20)

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! For more information about how to get involved at your school, please contact Dr. Clara Fernández, School Principal at (831) 753-5750.

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, and will be reviewed and approved by our School Site Council by February 2020. 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.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.9	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26	1	4		20	3	4		25		6	
1	25		5		24		5		25		4	
2	22		5		25		4		22	1	4	
3	25		5		29		4		25		5	
4	26		4		32		3	1	27		4	
5	33		2	2	28		4		30		4	
6	31		4		26	2	1	3	21	2	4	
Other**					24		1		8	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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 2019-20 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.
10. Eureka Math-Prep & Customization for effective lesson delivery

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

**Small group instruction based on our site's Problem of Practice driven by school-wide diagnostic assessment data, such as the BPST. This year, Fremont also added a Problem of Practice for math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,468	\$803	\$3,665	\$66,268
District	N/A	N/A	\$5,459	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.9	2.2
School Site/ State	-21.9	-6.4

Note: Cells with N/A values 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.

Types of Services Funded

Fremont Elementary has upgraded their technology by providing one to one student devices in grades K-6, including our Life Skill Classrooms. This is a way to help our technology system be compatible with our Common Core Standards Based requirements. All school classrooms have been upgraded with new color printers. Three carts on wheels are still available to support any grade level. Counseling services provide socio-emotional supports to our students and families. Counseling services continue to serve several of our students, whom on a daily basis struggle with traumas, and other emotional needs, which include low self-esteem. Parents also receive additional supports via community resources, depending on the need. Counselors make referrals outside of school as needed. Our school staff, including administration, make family referrals as needed to our Family Resource Centers, currently situated at Alisal Community School, Martin Luther King Jr. School, and Frank Paul Elementary. Fremont also counts with a part-time Parent Education Specialist; from Tuesdays-Thursdays, 2-4 p.m. Our school psychologist also makes referrals to our Monterey County Behavioral Health Department as needed. We have three, Intervention teachers being funded through our Title 1 and LCFF monies; these three teachers work with our K-6th grade classes on a daily basis via push-in small group instruction in the area of basic literacy skills. 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. Well over 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.

Extended learning programs are provided throughout the year for all students needing additional support in the areas of math and literacy. Some of these programs include our Super Saturdays, after school homeroom tutoring with a focus on math fluency and Lexia for literacy. We also continue to fund our "Raising Scores Academy" for students near a Level 3 on the California State Assessment, SBAC.

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.