

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	1925 N. Orange Street
City, State, Zip	Riverside, CA 92501-1938
Phone Number	(951) 788-7466
Principal	Nadine Bradvica
Email Address	nbradvica@riversideunified.org
School Website	fremont.riversideunified.org
County-District-School (CDS) Code	33-67215-6032585

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Fremont is an AVID Elementary and a No Excuses University School. We are a RUSD DLI school. We are committed to creating opportunities for our students to compete in the world through a relentless focus on college, career, and world readiness. We have exceptional systems of collaboration, data analysis, and interventions that allow teachers and support staff to target instruction for the acquisition of State Standards. For the 2023-2024 school year, Fremont is working closely with an outside consultant firm to utilize the Cycle of Inquiry to ensure the implementation of rigorous, standards based instruction ensuring increased student achievement for ALL students.

At Fremont Elementary School we believe that all students deserve to be educated in a way that prepares them for college and career. We value empowering students to recognize their capability to positively impact their future. We work collaboratively with parents and each other to accomplish our goals. We treat all students with dignity and respect while maintaining a safe and orderly environment in which students are our priority. We teach the California Common Core State Standards and we monitor students' progress toward meeting the standards through the use of multiple measures. Specific areas of need are identified by regularly analyzing the results of data and adjusting our instruction to ensure that students have the skills that are essential for them to meet and exceed the standards. We communicate these findings with families and the community, and use these findings to provide students with the appropriate, targeted interventions needed. Further, in order to achieve the highest standards possible, we prepare students to evaluate what they are learning while questioning, justifying, and defending their responses. The ultimate goal is that they become critical thinkers, lifelong learners, and productive citizens who are able to make claims and use evidence to justify the claims.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	79
Grade 2	86
Grade 3	63
Grade 4	95
Grade 5	71
Grade 6	72
Total Enrollment	574

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.2%
Asian	0.3%
Black or African American	5.2%
Filipino	0.2%
Hispanic or Latino	87.6%
Two or More Races	1%
White	4.9%
English Learners	29.4%
Foster Youth	1%
Homeless	3.1%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	16.2%

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)	24.10	85.62	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.17	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.28	17.00	0.99	12115.80	4.41
Unknown	3.60	12.89	151.80	8.83	18854.30	6.86
Total Teaching Positions	28.20	100.00	1720.00	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)	20.00	86.65	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.43	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	3.00	12.96	127.00	7.37	15831.90	5.67
Total Teaching Positions	23.10	100.00	1723.70	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	0.30	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.10

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)	4.5	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2/Maravillas, TK-2 DLI McGraw-Hill: Wonders, 3-6/Maravillas, TK-2 DLI	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1917/1963
 Last Modernized 2021
 Lot Size: 9.8 Acres
 34 Permanent Classrooms
 4 Relocatable Classrooms
 Science/Technology Lab
 Completely Air Conditioned
 Library
 Multi-Purpose Room
 Indoor and outdoor Cafeteria

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Fremont has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Fremont's construction is complete. A new two-story building with six (6) general classrooms, six (6) kinder classrooms with interior restrooms, new play equipment, surfacing, landscape, elevator, covered walkway, exterior restrooms and storage were installed. Site work included removal of four (4) portables and removal of existing building J. New kinder play yard, hard court play area, turf, along with ADA upgrades were completed. A new visitor parking lot to include fifteen (15) regular and two (2) ADA accessible parking stalls were completed. Grading, re-stripe and slurry to the existing parking lot, and domestic water, sewer, storm drain, gas, electrical power upgrades were completed. Existing classroom buildings and administration updates included interior and exterior paint, reconfiguration of administration and roofing.

Year and month of the most recent FIT report

10/05/2023 - 12/12/2023

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		FREC-5 (Classroom): 4: (D) Ceiling tiles have holes or stains FREC-7 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment FRED-10 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment FRED-11 (Classroom): 4: (D) Ceiling tiles have holes or stains FRED-12 (Classroom): 4: (D) Ceiling tiles have holes or stains FRED-8 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment FRED-9 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment

School Facility Conditions and Planned Improvements

				<p>FREE-15 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>FREE-16 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>FREF-17 (Classroom): 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate</p> <p>FREF-18 (Classroom): 4: (D) Ceiling tiles are missing</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>FREE-14 (Classroom): 9: (D) Water pressure is inadequate</p> <p>FREF-17 (Classroom): 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>FREC-7 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment</p> <p>FRED-10 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment</p> <p>FRED-8 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment</p> <p>FRED-9 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: (D) Door closer needs adjustment</p>

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)	30	31	46	44	47	46
Mathematics (grades 3-8 and 11)	19	26	30	31	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	304	303	99.67	0.33	31.35
Female	149	148	99.33	0.67	35.81
Male	155	155	100.00	0.00	27.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	264	263	99.62	0.38	30.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	31.58
English Learners	87	86	98.85	1.15	10.47
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	23.81
Military	22	22	100.00	0.00	36.36
Socioeconomically Disadvantaged	282	281	99.65	0.35	28.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	8.51

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	305	304	99.67	0.33	25.66
Female	150	149	99.33	0.67	27.52
Male	155	155	100.00	0.00	23.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	265	264	99.62	0.38	26.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	15.79
English Learners	88	88	100.00	0.00	12.50
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	9.09
Military	22	22	100.00	0.00	13.64
Socioeconomically Disadvantaged	283	282	99.65	0.35	24.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	8.51

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)	17.39	23.38	26.85	27.64	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	77	77	100.00	0.00	23.38
Female	37	37	100.00	0.00	24.32
Male	40	40	100.00	0.00	22.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	23.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	0.00	21.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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	100.00%	100.00%	100.00%	100.00%	100.00%

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

Parent Involvement Contact Person Name: Nadine Bradvica (Principal)/Sara Salazar (Community Assistant)

Contact Persons Phone Number: 951-788-7466

Parents are strongly encouraged to attend Back-to-School Night, Open House, parent conferences, and Family Workshops. In addition, teachers invite parents who are district approved volunteers to assist in their child's classroom. Families are encouraged to take an active role in their child's education by monitoring homework, AVID planners, and communicating regularly with the school.

Awards assemblies are held at the end of every trimester. Parents of students who are being recognized receive invitations to participate.

Over the next two school years, 2023-2024 and 2024-2025, Fremont is developing the No Excuses University (NEU) Parent Academy. This academy will focus specifically to provide parents with access to school related goals, leadership opportunities, and resources.

Our after-school program HEARTS (Helping Elementary Achievers Reach The Stars) sets aside special days for parent involvement.

Fremont's Jazz/Show Choir performs at off site events such as the Festival of Lights in Downtown Riverside. Parents and community members are invited to attend performances.

Parents are invited to join the School Site Council, P.T.A., and the English Learner Advisory Committee (ELAC). For information regarding School Site Council and ELAC, please contact Fremont Elementary at (951) 788-7466.

2023-24 Opportunities for Parental Involvement

For Information regarding P.T.A., contact Briana Salgado, P.T.A. President, at 951-788-7466.

If parents are interested in volunteering on campus, visit the RUSD website under the Parent Portal to begin the Approved Parent Volunteer process.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	627	613	187	30.5
Female	311	302	78	25.8
Male	316	311	109	35.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	3	3	1	33.3
Black or African American	34	31	12	38.7
Filipino	1	1	0	0.0
Hispanic or Latino	547	537	156	29.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	32	31	14	45.2
English Learners	186	184	47	25.5
Foster Youth	8	8	1	12.5
Homeless	49	45	25	55.6
Socioeconomically Disadvantaged	547	536	172	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	123	60	48.8

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	1.71	1.59	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0
Female	0.64	0
Male	2.53	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	1.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.25	0
English Learners	1.08	0
Foster Youth	0	0
Homeless	2.04	0
Socioeconomically Disadvantaged	1.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.2	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying

2023-24 School Safety Plan

policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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	5	17	2	
1	6	10		
2	5	14		
3	5	10	1	
4	9	6	1	
5	5	5		
6	9	5	2	
Other	15	5	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	23	2	1	
2	20	2	1	
3	21	3	1	
4	32		1	1
5	33		1	
6	26		2	
Other	10	3		

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	18	3	3	0
1	18	4	0	0
2	27	0	3	0
3	20	2	1	0
4	22	2	2	0
5	22	2	1	0
6	34	0	0	2
Other	10	3	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

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	8,972.04	2,910.31	6,061.73	93,152.97
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-13.2	-3.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	4.4	8.7

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Professional Development is offered to both certificated and classified staff members at Fremont. The professional development offerings are determined by surveys of interest, student achievement data, and site goals. Professional Development is offered during staff meetings, seat-based at the Staff Development Center, webinar, learning rounds, and coaching.

Fremont Professional Activities - 2021-2022

- All teachers and support staff attended online 3 online modules prior to the start of the school year in August, 2020. An additional 3 modules were required once teachers returned.
- All staff will participate in a 2.5 day training on Arbinger's Outward Mindset August 2021 & January 2022
- School Leadership MTSS professional development August 2021 - May 2022
- TK-3 Math Intervention Kit professional development addition and subtraction August 2021
- 4-6 Math Intervention Kit professional development multiplication and division August 2021
- FastBridge progress monitoring professional development modules August - November 2021
- After School - Dreambox Online Supplemental Math Support Webinar in January 2021
- After School Lexia online supplemental reading support webinar in December 2021

Fremont Professional Activities - 2022-2023

- All teachers and support staff attended online modules in August, 2022 to satisfy safety requirements.
- 2.5 days of training on Arbinger's Outward Mindset was offered - July, 2022
- School Leadership MTSS professional development August 2022 - May 2023
- TK-3 Math Intervention Kit professional development addition and subtraction August 2022
- 4-6 Math Intervention Kit professional development multiplication and division August 2022
- 4+ days of standards based instructional coaching and support through a partnership with Orenda Education -August 2022-May 2023
- After School - Dreambox Online Supplemental Math Support Webinar in January 2023
- After School Lexia online supplemental reading support webinar in December 2022
- After School Think Cerca online supplemental writing support webinar January 2023
- After School Anchor Chart professional development - February 2023
- 4 days of Positive Behavior Intervention Systems professional development - August 2022 - May 2023

Fremont Professional Activities-2023-2024

- All teachers and support staff attended online modules in August-September 2023 to satisfy safety requirements.
- School Leadership MTSS/Inclusion district meetings offered August 2023-May 2024
- 4+ days of standards based instructional coaching and support through a partnership with Orenda Education -August 2022-May 2023
- SAAVAS Training (History/Social Studies) 2 required days for all teachers provided June 2023-November 2023
- Fastbridge data analysis with MTSS Liaison-all grade levels offered August 2023-May 2024
- Designated ELD Staff Development (2 days/half day per grade level) with the English Learner Department December 2023

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	10	14	15