



Glendale Unified School District

"Excellence is Worth the Effort"

Fremont Elementary School

2002-2003 Annual School Report Card

3320 Las Palmas Avenue, Glendale, CA 91208-1525

(818) 249-3241

Kindergarten through Sixth Grade

www.gusd.net

Principal's Message

I'd like to welcome you to the John C. Fremont Elementary Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislation, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality of the educational program we offer.

It is the belief of John C. Fremont Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotion, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

John C. Fremont Elementary School, a nurturing learning environment that values the special talents of each student, will empower students to realize their personal potential, build character, develop independence, and become responsible decision makers through varied experiences and active learning, utilizing the combined efforts of family, school, and community.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in the light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting John C. Fremont Elementary School in making our students' experiences here not only memorable, but also enjoyable.

-- Dr. Cynthia Livingston
Principal

Mission Statement

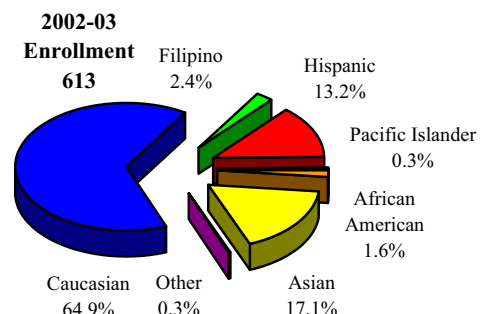
John C. Fremont Elementary School, a nurturing learning environment that values the special talents of each student, will empower students to realize their personal potential, build character, develop independence, and become responsible decision makers, through varied experiences and active learning, utilizing the combined efforts of family, school, and community.

We are dedicated to achieving the following objectives:

- All students will apply concepts and skills to solve real life problems.
- All students will experience personal success.
- All students will display a positive attitude toward learning.

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local



School Administration

Dr. Cynthia Livingston, Principal

2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Leadership
- Community Involvement
- Contact Information
- Curriculum Development
- Student Achievement & Testing
- Adequate Yearly Progress
- Academic Performance Index
- State Standardized Testing
- Instructional Programs
- Textbooks & Instructional Materials
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Substitute Teachers
- Staff Development
- School Facilities & Safety
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Expenditures & Services Funded
- Salary & Budget Comparison

attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Fremont Elementary School, which opened in 1926, is located in the northern part of the city of Glendale and serves students in kindergarten through sixth grade. Students from Fremont will move on to Rosemont Middle School and Crescenta Valley High School.

Operating on a traditional calendar system, the educational programs at Fremont are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 613 included 23 percent English Language Learners and 13 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Fremont are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Fremont's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- After-School Programs
- Poetry Class
- Chess Club
- Computer Skills
- Korean Saturday School
- Armenian Culture and Language
- Spanish Culture and Language
- Science Adventures
- Math Club

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Citizen of the Month
- Perfect Attendance Awards
- Principal Exemplary Recognition Time (PERT)
- PAW Power (Reading Incentives)
- Academic Awards
- Presidential Fitness Awards
- Gold Slips (Positive Behavior)

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Fremont is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

- School Site Council
- Parent Teacher Association
- Sixth Grade Committee
- Parents and Community for Fremont
- Leadership Team

Community Involvement

Parents and the community are very supportive of the educational program at Fremont. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- State Farm
- Parents and Community for Fremont
- Mobil Oil
- Washington Mutual

Contact Information

Parents who wish to participate in Fremont's leadership teams, school committees, school activities, or become volunteers may contact Principal Dr. Cynthia Livingston at (818) 249-3241.

Curriculum Development

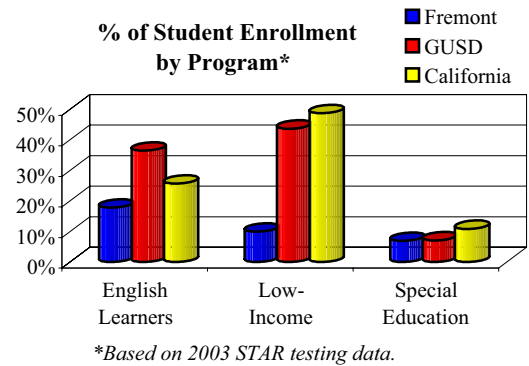
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Fremont does not receive Title I fund, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Fremont's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Fremont Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
76	83	78	77	81	83

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	98	100	98	85	57	
1st	96	93		68	75	
2nd	91	75	90	66	73	70
3rd	73	87		70	87	
4th	67	68	53	70	63	60
5th	52	48		63	74	
6th	51	51	80	86	82	74

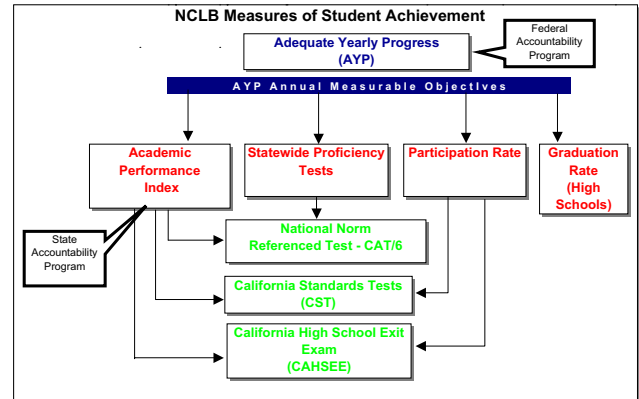
Not tested in 2003.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Fremont achieved Adequate Yearly Progress for 2003.



Adequate Yearly Progress (AYP) 2003 Phase I

Fremont Elementary School					
California Standards Test (CST)					
	Participation Rate	% Proficient or Advanced			
		English/ Language Arts	Mathematics		
Target	95%	13.6%	16%		
Met Target? Yes (Y) or No (N)					
	Met	Rate	Met	%	Met %
All Students	Y	100%	Y	61.8%	Y 66.3%
Subgroups:					
Asian	Y	100%	Y	64.1%	Y 79.0%
Caucasian	Y	100%	Y	63.2%	Y 67.4%
English Learners	Y	100%	Y	43.1%	Y 53.4%

SED = Socioeconomically Disadvantaged

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Fremont Elementary School qualified to participate in the 2000 and 2001 Governor's Performance Award.



Governor's
Performance
Award 2000



Governor's
Performance
Award 2001

Standardized State Testing

Fremont participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results

All Students

	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	407	434	460	Percent Tested	100	100	100
API Score	804	821	804	API Growth Score	830	810	839
Growth Target	*	*	*	Actual Growth	26	-11	35
Statewide Rank	9	9	9				
Similar Schools Rank	5	5	3				

Subgroups

Socioeconomically Disadvantaged

Base API Score	699			API Growth Score			
Growth Target	1			Actual Growth			

Caucasian

Base API Score	812	831	816	API Growth Score	840	819	840
Growth Target	*	*	*	Actual Growth	28	-12	24

*Schools that receive an API of 800 or more are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	Yes	No
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Norm Referenced Test (SAT-9 & CAT/6)

% At or Above 50th Percentile

	Reading															Math														
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																														
Fremont Elementary	71	67	69	71	68	58	69	69	52	72	69	47	80	69	63	69	70	72	71	70	60	76	85	74	80	76	64	88	77	82
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	53	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	68	73	64	80	64	64	72	69	46	69	72	45	79	65	62	76	79	74	78	69	67	81	90	73	78	79	71	85	75	77
Female	74	62	73	64	74	52	66	68	59	74	67	48	80	73	65	61	62	71	66	72	53	71	81	74	82	74	58	89	79	86
Language Fluency																														
English Learners (EL)	38	24	57	57	41	10	24	27	11	18	14	9	27	25	20	46	38	61	53	53	33	43	73	56	28	38	32	64	54	60
Non EL	77	82	75	74	75	74	80	77	61	84	82	58	86	83	71	73	80	78	75	74	69	85	87	78	92	85	73	90	84	85
Socioeconomic Status																														
SED		27	55				59			69	53	29	57	50	63		33	45				65			81	53	46	79	58	63
Non SED	72	73	71	73	71	60	71	70	54	72	72	50	83	72	64	71	76	76	74	70	62	79	86	78	79	81	66	89	80	85
Ethnicity																														
Asian	79	50	79	99	63	29	76	63	47	77	65	39	85	67	71	87	80	93	92	99	64	82	94	84	86	85	67	85	99	86
Caucasian	69	74	74	67	70	66	71	69	54	81	72	52	82	74	62	68	75	78	68	66	60	77	84	74	88	76	65	91	84	80
Hispanic	70	56	57		50		60			41	57		64	53	58	60	50	36		60		79			41	79		71	41	83

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

**California Standards Test (CST)
Major Content Areas
Combined % of Students Scoring at Advanced & Proficient Levels**

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Fremont Elementary	51	55	63	49	50	58	58	62	64	55	49	60	65	56	65
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Fremont Elementary		60	74		50	57		59	73		53	59		60	67
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Fremont students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

**California Standards Test (CST) - Major Subgroups
English/Language Arts
Combined % of Students Scoring at Advanced & Proficient Levels**

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Fremont Elementary															
Male	49	65	49	50	45	58	58	64	63	54	46	57	56	54	64
Female	55	44	74	48	57	57	57	60	64	56	53	62	74	58	65
English Learners	25	15	46	27	18	19	14	26	33	0	5	18	8	8	20
Non English Learners	56	68	67	53	58	68	68	69	66	67	60	63	72	71	75
SED		27	36					47			51	25	50	33	50
Non SED	55	58	67	52	53	61	60	66	65	56	54	62	71	56	66
Asian			79		56	50		69	68		45	50		53	67
Caucasian		61	69		51	57		59	64		53	62		63	65
Hispanic		38	36								46			35	67

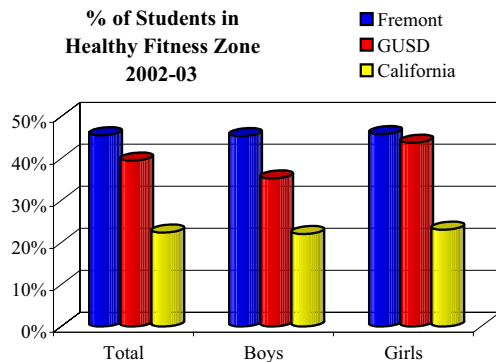
SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Fremont is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone'



**California Standards Test (CST) - Major Subgroups
Math**

Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6		
	02	03	02	03	02	03	02	03	02	03	
Fremont Elementary											
Male	67	69	48	67	66	70	57	64	58	70	
Female	53	79	54	48	53	77	51	55	62	65	
English Learners	24	57	41	33	40	56	20	36	21	33	
Non English Learners	71	81	53	60	63	74	62	62	72	73	
SED		25	36					31	50	50	56
Non SED	65	80	52	59	60	75	58	60	61	69	
Asian		93	88	71	69	89	65	67	73	71	
Caucasian	64	81	42	53	58	74	53	58	66	71	
Hispanic		50	36					50	29	50	

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Fremont is able to offer programs to meet the individual needs of its students.

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Fremont provides additional after school activities for GATE students.

Fremont offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs, Project Achieve, and the Literacy Lab enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The Newcomers Academy offers assistance to students learning English as a second language. English Learners receive sheltered instruction based on their level of English acquisition.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish in addition to English. The library is

District Adopted Textbooks			
Subject/ Year Adopted	Series	Grades	
Language Arts			
2002	Houghton Mifflin	K-5	
	McDougal Littell	6	
Mathematics			
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6	
History/Social Studies			
2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6	
Science			
2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6	
2001	Harcourt Brace: <i>Harcourt Science</i>	K-5	

automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The Literacy Lab contains a leveled reading materials and collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Fremont contains an average of three computers. The school's computer lab includes 40 workstations for student use. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Fremont Elementary School to assist students in their social, personal, and academic development. The school makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Fremont Support Staff	Number	Days Available	Full Time
	of Staff	Per Week	Equivalent
Counselor	1	2	0.4
Psychologist	1	2	0.4
Nurse	1	1	0.2
Health Clerk	1	5	1
Speech/Language Specialist	1	5	1
Resource Specialist	1	5	1
Teacher Specialist	1	4	0.8
Special Day Class Teacher	2	5	2

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Fremont had 27 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	27	28	27
Working Outside Subject	0	0	0
Emergency Credentials	2	2	1
Interns	1	0	0
Waivers	0	0	1
Total Teachers	30	30	29
Average Years Teaching	12.5	13.7	15.0
Average Years in District	10.2	11.4	12.6

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal. Administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Fremont prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on students with special needs in the classroom and "Strategies That Work," a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

Fremont participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Fremont further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Fremont provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1926, sit on 3.62 acres and include 30 classrooms, an auditorium, a library, a computer lab, a literacy lab, a cafeteria and outdoor lunch area, grassy fields and blacktop playgrounds.

This school year, the Measure K project is making it possible for Fremont to improve the facilities of the school. Projects scheduled for the 2002-03 year include a new administration building with parent conference room, faculty lounge, and work room and additional landscaping.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included painting the school's interior and exterior for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Fremont has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Fremont. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members, noon aides, and parent volunteers monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Fremont reviews the plan annually; the plan was last updated and reviewed with school staff in June 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent Study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by the principal. Parents are advised of absences through written notes and phone calls. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the Student Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Fremont was 96.6%.

Fremont has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Fremont			GUSD		
	01	02	03	01	02	03
Suspensions (#)	22	22	17	3647	3425	5,489
Suspensions (%)	3.29	3.39	2.77	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Fremont maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	4	4		0	0		0	0	
1st	5	4		0	0		0	0	
2nd	5	4		0	0		0	0	
3rd	3	5		0	0		0	0	
4th	0	0		1	0		3	2	
5th	0	0		2	3		4	0	
6th	0	0		0	1		3	2	
K-3rd	1	2		0	0		0	0	
3rd-4th	1	0		0	0		0	0	
4th-6th	0	1		0	1		0	0	

Data unavailable at time of publication.
Combination classes may be any combination of grades within the designated grade levels.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Fremont has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional time offered at Fremont exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Fremont offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, parent conferences, and the last day of school. Each Wednesday is a "Banking Day." Students are dismissed an hour earlier in the afternoon.

Each month "Banking Days" allow teachers additional time to meet once by grade level, and once for a full faculty meeting, and once for staff development. The fourth "Banking Day" each month is used for classroom planning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,125
1st-3rd	50,400	50,575
4th-6th	54,000	54,250

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
All Unified School Districts		
GUSD	Districts	All Districts
\$6,315	\$6,767	\$6,719

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year-Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principals - Superintendent		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%