



# FREMONT ELEMENTARY SCHOOL

3320 Las Palmas Avenue, Glendale, CA 91208-1525 • (818) 249-3241 • Kindergarten through Sixth Grade  
Dr. Cynthia Livingston, Principal  
www.gusd.net

2003-2004 School Accountability Report Card

## 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

## 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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local 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 29,433 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 2003-2004 school year, the student population of 596 included 23 percent English Language Learners and 13 percent eligible for free or reduced-priced meals.

## 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	2.0
American Indian	0.0
Asian	16.1
Caucasian	66.1
Filipino	2.2
Hispanic	11.7
Pacific Islander	0.5
Other	1.3

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Fremont Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Fremont Elementary School'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.

Suspensions & Expulsions						
	Fremont Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	22	17	12	3425	5489	4903
Suspension (%)	3.50%	2.77%	2.01%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

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.

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
- Armenian Culture and Language
- Poetry Class
- Spanish Culture and Language
- Chess Club
- Science Adventures
- Computer Skills
- 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
- PAW Power (Reading Incentives)
- Perfect Attendance Awards
- Academic Awards

- Principal Exemplary Recognition Time (PERT)
- Presidential Fitness Awards
- Gold Slips (Positive Behavior)

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.

## Academic Support

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.

## 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 2003-04 school year, the actual attendance rate for all grade levels for Fremont was 96.81%.

## Class Size

Fremont Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

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. Balboa has implemented CSR in 100% of all K-3 classrooms for the past three years.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	18	17	19	4	3	3	0	0	0	0	0	0
1st	19	18	18	4	4	3	0	0	0	0	0	0
2nd	19	20	19	4	4	4	0	0	0	0	0	0
3rd	19	18	17	5	5	5	0	0	0	0	0	0
4th	33	32	28	0	0	0	0	1	3	2	2	0
5th	32	34	33	0	0	0	3	0	1	0	3	2
6th	33	35	33	0	0	0	1	0	1	2	3	2
K-3	15	19	20	2	1	1	0	0	0	0	0	0
4th-8th	22	0	0	1	0	0	1	0	0	0	0	0

## School Facilities

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. At the time this report was published in April 2005, 100% of restrooms were in good working order.

Measure K project is making it possible for Fremont to improve the facilities of the school. Projects for 2002-2003 included a new administration building with parent conference room, faculty lounge, and work room and additional landscaping. For 2003-2004, the playground was expanded and the upper grades enjoyed a new play area structure. These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule ensures that all classroom and facilities are well maintained and provide a suitable learning environment.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

#### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional time offered at Fremont exceeded state requirements as specified in the California Education Code. For the 2003-2004 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	50,400	50,575
2nd	50,400	50,575
3rd	50,400	50,575
4th	54,000	54,250
5th	54,000	54,250
6th	54,000	54,250

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state’s most recent list of standards-based materials. The district follows the State Board of Education’s eight-year adoption cycle for

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematics	Everyday Learning Corp: Everyday Mathematics, Revi	2001

core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

## Library & Computer Resources

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 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.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	110	110	93
Students per computer	5.9	5.6	6.4
Classrooms connected to Internet	30	29	28

Each classroom at Fremont Elementary School 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.

## Curriculum Development

Throughout Glendale Unified School District, 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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

## Local Measures

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, report card grades
- 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.

## CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

# California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## 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. API results are available at the end of this report.

## 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.

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 2002-03 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. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## Physical Fitness

In the spring of each year, Fremont Elementary School 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’ (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
Fremont Elementary	
School Overall	51.5%
School (Boys)	47.4%
School (Girls)	56.8%
Glendale Unified	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Fremont Elementary had 28 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	28	27	28
Emergency Credentials	2	1	0
Interns	0	0	0
Waivers	0	1	1
Total Teachers	30	29	29
Average Years Teaching	13.7	15.0	15.9
Average Years in District	11.4	12.6	14.0
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
<b>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.</b>			

## 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 and assistant principal. These 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.

## Counseling & Support Staff

It is the goal of Fremont Elementary School to assist students in their social, personal, and academic development. The district 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.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.4
Health Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1.0
Special Day Class Teacher	2	2.0
Speech/Language Specialist	1	1.0
Teacher Specialist	1	1.0

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.

## 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
- Leadership Team
- Parent Teacher Association
- Sixth Grade Committee
- Parents and Community for Fremont

## 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
- Mobil Oil
- State Farm
- Washington Mutual
- Parents and Community for Fremont
- Glendale Fire Department--- Engine 29, Unit B

## 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.

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

As a school receiving Title I federal funding, Fremont Elementary School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Fremont Elementary has met all its AYP criteria and therefore not identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 32.1% of core academic classes at Fremont Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 92.3% of core academic classes at Fremont Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Fremont Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	41.4%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	51.7%	41.5%
Bachelor's Degree	6.9%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%
*Indicates additional hours above and beyond degree.		

## Individualized Instruction

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 Elementary School is able to offer programs to meet the individual needs of its students.

## 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. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Fremont uses Title I funds to increase the achievement of all students. 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.

## English Language Learners

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.

## GATE

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 Elementary School provides additional after school activities for GATE students.

## Special Education

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.

## Professional 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 Elementary School 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 2003-04 school year, staff development focused on Visual and Performing Arts and California State Content Standards.

Fremont Elementary School's staff 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 Elementary School 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 educational 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 program.

## Safe School Plan

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 March 2004. An updated copy of the plan is available to the public at the school and at the district office.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
		All Unified School Districts \$6,987
<b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b>		
<b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>		

the following categorical, special education, and support programs:

- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
<b>All Students</b>																															
Fremont Elementary	69	66		58	60		52	61		47	57		63	60		72	77		60	69		74	65		64	71		82	71		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
<b>Subgroups</b>																															
<b>Gender</b>																															
Females	73	69		52	68		59	65		48	65		65	61		71	77		53	70		74	60		58	77		86	66		
Males	64	63		64	49		46	57		45	50		62	57		74	78		67	68		73	70		71	66		77	79		
<b>Socioeconomic Status</b>																															
Non SED	71	70		60	61		54	65		50	58		64	65		76	78		62	74		78	66		66	73		85	76		
SED^	55	*		* 50		* *				29	*		63	33		45	*		* 43		* *		46	*		63	50				
<b>Language Fluency</b>																															
English Learners	57	45		10	29		11	20		9	17		20	32		61	82		33	42		56	50		32	42		60	53		
Non English Learners	75	73		74	70		61	72		58	62		71	66		78	76		69	79		78	70		73	75		85	75		
<b>Special Programs</b>																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education Title 1	*	*		* *		* 42				* *		* 27			* *		* *		* *		* 25			* *		* *		* 18			
<b>Ethnicity</b>																															
African American	*	*		* *		* *				* *		* *			* *		* *		* *		* *		* *		* *		* *		* *		
American Indian																															
Asian	79	75		29	78		47	43		39	68		71	56		93	92		64	94		84	81		67	100		86	81		
Caucasian	74	69		66	68		54	65		52	57		62	59		78	77		60	73		74	60		65	66		80	68		
Filipino	*	*		* *		* *				* *		* *			* *		* *		* *		* *		* *		* *		* *		* *		
Hispanic or Latino	57	*		* 20		* *				* *		58	*		36	*		* 27		* *		* *		* *		* *		83	*		
Pacific Islander	*			* *		*				*					*			* *		* *		*									
† R-FEP - Redesignated – Fluent English Proficient																															
^SED - Socioeconomically Disadvantaged																															
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																															

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Fremont Elementary**

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
<b>Second Grade</b>									
All Students	55	63	62	60	74	75			
Females	44	74	65	53	79	70			
Males	66	49	59	67	69	80			
English Learners	15	46	50	24	57	82			
Non English Learners	68	71	66	71	83	72			
R-FEP†	**		*	**		*			
SED^	27	36	*	25	36	*			
Non SED	58	67	64	65	80	77			
Special Education		*	*		*	*			
African American	**	*	*	**	*	*			
Asian	**	79	75	**	93	100			
Caucasian	61	69	62	64	81	75			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	38	36	*	50	36	*			
Pacific Islander	**	*		**	*				
<b>Third Grade</b>									
All Students	50	58	55	51	57	60			
Females	56	57	63	54	48	57			
Males	45	58	46	48	67	63			
English Learners	18	19	25	41	33	46			
Non English Learners	58	69	66	53	65	65			
R-FEP†	**	*	*	**	*	*			
SED^		*	50		*	36			
Non SED	53	61	57	52	59	64			
Special Education		*	*		*	*			
African American	**	*	*	**	*	*			
Asian	56	50	78	88	71	94			
Caucasian	51	57	63	42	53	63			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	**	*	20	**	*	20			
Pacific Islander		*	*		*	*			
<b>Fourth Grade</b>									
All Students	62	64	66	59	73	66			
Females	60	64	65	53	77	65			
Males	64	63	67	66	70	67			
English Learners	26	33	20	40	56	40			
Non English Learners	69	70	80	63	77	74			
R-FEP†	**	*	*	**	*	*			
SED^		*	*		*	*			
Non SED	66	65	68	60	75	67			
Special Education		*	42		*	42			
African American	**	*	*	**	*	*			
Asian	69	68	57	69	89	81			
Caucasian	59	64	67	58	74	62			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	**	*	*	**	*	*			
Pacific Islander			*			*			

Fifth Grade							
All Students	50	60	68	54	59	65	45
Females	53	62	77	51	55	74	49
Males	46	57	63	57	64	59	43
English Learners	5	18	17	20	36	58	8
Non English Learners	60	72	76	62	65	67	51
R-FEP†	57	100	100	86	83	82	64
SED^	25	50	*	31	50	*	*
Non SED	54	62	71	58	60	69	47
Special Education		*	*		*	*	*
African American	**	*	*	**	*	*	*
American Indian		*			*		
Asian	45	50	84	65	67	95	58
Caucasian	53	62	66	53	58	63	46
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	46	*	*	50	*	*	*
Sixth Grade							
All Students	56	65	54	60	67	56	
Females	58	65	53	63	65	53	
Males	54	64	55	58	70	60	
English Learners	8	20	21	21	33	26	
Non English Learners	71	72	61	72	73	62	
R-FEP†	73	50	63	82	59	69	
SED^	50	56	33	50	56	39	
Non SED	56	66	58	61	69	59	
Special Education	0	*	18	9	*	18	
African American	**	*	*	**	*	*	
Asian	53	67	44	73	71	63	
Caucasian	63	65	57	66	71	55	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	35	67	*	29	50	*	
Pacific Islander	**			**			
† R-FEP - Redesignated – Fluent English Proficient							
^SED - Socioeconomically Disadvantaged							
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.							
No students tested at grade level.							
**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.							

## API School Results

	Base			Growth			
	All Students	2001	2002	2003	2002	2003	2004
Percent Tested	96	97	98	Percent Tested	100	100	100
API Score	821	804	842	API Growth Score	810	839	845
Growth Target	A	A	A	Actual Growth	-11	35	3
Statewide Rank	9	9	9	Eligible for Awards	No	Yes	No
Similar Schools Rank	5	3	4	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				875	API Growth Score	867	905
Growth Target				A	Actual Growth	30	
Caucasian							
Base API Score	831	816	843	API Growth Score	819	840	847
Growth Target	A	A	A	Actual Growth	-12	24	4
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

**\*Schools and subgroups with scores 800 and above have met the statewide target and 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.**

**Adequate Yearly Progress**

		California Standards Test (CST)														
		English/Language Arts														
		Fremont Elementary								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	13.6%	13.6%	13.6%	13.6%	95%	95%	95%	95%	12.0%	12.0%	12.0%	12.0%

**Subgroups**

All Students	Yes	100	Yes	100	Yes	61.7	Yes	62.0	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	43.1	Yes	42.9	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	100	*	100	*	44.4	*	39.6	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	68.0			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	35.2	*	32.0	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	36.3	*	36.3	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	Yes	100	Yes	64.1	Yes	68.0	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	75.0	*	83.3	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	63.0	Yes	63.6	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	100	*	100	*	54.5	*	45.8	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

		Fremont Elementary								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	95%	95%	95%	95%	16.0%	16.0%	16.0%	16.0%	95%	95%	95%	95%	12.8%	12.8%	12.8%	12.8%

**Subgroups**

All Students	Yes	100	Yes	100	Yes	66.3	Yes	63.7	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	53.4	Yes	52.8	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	100	*	100	*	47.6	*	43.1	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	86.1			Yes	99			Yes	86.3
Special Education	*	98	*	100	*	44.0	*	40.0	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	45.4	*	45.4	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	79.0	Yes	86.1	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	75.0	*	66.6	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	99	Yes	100	Yes	67.4	Yes	63.9	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	100	*	100	*	45.4	*	35.4	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

		Fremont Elementary				GUSD			
Target	03		04		03		04		
	Minimum score of 560 or 1 point increase								
	Met	Score	Met	Score	Met	Score	Met	Score	
Scores	Yes	839	Yes	844	Yes	767	Yes	779	

**^SED = Socioeconomically Disadvantaged**  
**\*Only numerically significant subgroups are required to be reported**