

John C. Fremont Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	John C. Fremont Elementary
Street	1900 Bell Ave
City, State, Zip	Corcoran
Phone Number	559-992-8883
Principal	Eduardo Ochoa
E-mail Address	eochoa@corcoranunified.com
Web Site	fremont.corcoranunified.com
Grades Served	2-3
CDS Code	16 63891 6010342

District Contact Information	
District Name	Corcoran Joint Unified School District
Phone Number	559-992-8888
Superintendent	Rich Merlo
E-mail Address	rmerlo@corcoranunified.com
Web Site	http://www.corcoranunified.com

School Description and Mission Statement (Most Recent Year)

John C. Fremont School resides in Corcoran, California. Corcoran is a small agricultural area in the Central San Joaquin Valley. John C. Fremont is one of three elementary schools in Corcoran and serves students in grades two and three. The school provides for the educational needs of the second and third grade students in the community, a Special Day Class for children with special needs for children in first through third grade. We also house a County Severely Handicapped Class on the campus. John C. Fremont is a Title I school with a student enrollment of approximately 600 students.

John C. Fremont Elementary is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. We set high expectations for our students because our entire school community shares the belief that all children can and will learn.

We are committed to the following goals:

- Students will learn to read at grade level or above while developing a love for reading.
- Students will learn to write fluently for a variety of purposes.
- Students will gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- Technology will be used as a tool to enhance all areas of the curriculum.
- Staff will provide instruction and support to meet the needs of diverse learners in our school community
- Staff and students will create an environment that is orderly, safe, inviting and stimulating.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	290
Grade 3	259
Total Enrollment	551

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	91.3
White	4.7
Two or More Races	0.2
Socioeconomically Disadvantaged	95.8
English Learners	40.1
Students with Disabilities	6.5
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	24	27	146
Without Full Credential	0	0	3	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

These are the latest textbook adoptions prior to California changing over to the Common Core State Standards (CCSS). In the coming years, as California approves new content from publishers, the District will look through, evaluate and pilot new instructional materials in order to follow the process of adopting new curriculum. This will include the potential adoption of digital curriculum.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Company, Houghton Mifflin California Reading: Medallion Edition, 2003	Yes	0
Mathematics	Houghton Mifflin Harcourt, Go Math!, 2012	Yes	0
Science	Pearson Scott Foresman, Scott Foresman California Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Company, Houghton Mifflin Social Science, 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Corcoran Unified School District receives funds from the Williams Settlement, therefore, district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe and functional.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems working properly.
Interior: Interior Surfaces	X			All interior surfaces are in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Fremont custodial staff follows a daily schedule to make sure classrooms are clean and ready for the following day.
Electrical: Electrical	X			All systems working properly.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			All systems working properly.
Safety: Fire Safety, Hazardous Materials	X			Facilities are in good working order and conditions are safe.
Structural: Structural Damage, Roofs	X			All structures are in good condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All systems working properly and in good condition.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	20	21	44
Mathematics	17	11	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	261	257	98.5	52	28	15	5
Male	3		121	46.4	56	26	12	5
Female	3		136	52.1	48	30	18	4
Black or African American	3		7	2.7	--	--	--	--
Asian	3		1	0.4	--	--	--	--
Hispanic or Latino	3		240	92.0	52	29	15	4
White	3		8	3.1	--	--	--	--
Two or More Races	3		1	0.4	--	--	--	--
Socioeconomically Disadvantaged	3		247	94.6	53	28	14	4
English Learners	3		87	33.3	69	24	5	2
Students with Disabilities	3		22	8.4	86	9	5	0
Students Receiving Migrant Education Services	3		1	0.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	261	257	98.5	58	25	13	4
Male	3		121	46.4	56	21	17	7
Female	3		136	52.1	60	29	10	1
Black or African American	3		7	2.7	--	--	--	--
Asian	3		1	0.4	--	--	--	--
Hispanic or Latino	3		240	92.0	59	25	13	3
White	3		8	3.1	--	--	--	--
Two or More Races	3		1	0.4	--	--	--	--
Socioeconomically Disadvantaged	3		247	94.6	60	25	13	3
English Learners	3		87	33.3	64	26	6	3
Students with Disabilities	3		22	8.4	86	9	5	0
Students Receiving Migrant Education Services	3		1	0.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)				36	32		59	60	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

General parental support and community support are critical factors that influence the success of any school. We are proud of the partnership we have formed with our parents and will continue to serve the needs of our community by providing every child a comprehensive and challenging educational program. The School Site Council (SSC) meets the last Thursday of every month at 3:00pm and the English Language Advisory Committee (ELAC) meets the first Thursday of every month at 9:00am. Both parent committees welcome all parents. These meetings cover a variety of topics including instructional goals, instructional materials, Common Core State Standards (CCSS) shifts, educational technology and the planning, implementation and evaluation of federal programs including Title I and Title III. In addition, the District holds a monthly English Learner Advisory Committee (DELAC); each school site has one representative on the committee to bring forth any concerns of each school.

Before the beginning of each school year the school hosts a Back-to-School night. Parent conferences are held at the end of the first and second trimesters to discuss their student's academic progress. The School also holds various open houses, concerts, Literacy Nights and other various school wide events where parents are encouraged to attend. The school encourages all parents to become involved and attend all parent meetings and school events. John C. Fremont also facilitates parenting classes using the Parenting Partners curriculum and workshop materials. Parents who complete the workshop series are then able to facilitate the parenting workshops themselves in order to help support other parents at the school.

Parents and community members are invited to volunteer at the school in a variety of ways. Various community service clubs assist with the school's literacy and behavior goals. Corcoran Rotary Club has members read to students in the classroom on a monthly basis, Kiwanis Club of Corcoran sponsors a Literacy Night every winter and also recognizes students from every classroom on a monthly basis for their exceptional behavior and adherence to the school's PBIS expectations. Parents are encouraged to help out in the classroom and support their child's teacher, work in the school's PBIS store, volunteer in the Book Fair and Book Exchanges, chaperone field trips and help out with school activities throughout the year.

Parental input is important to the continued success of Fremont Elementary. For information on parent involvement opportunities, please contact the school at 559- 992-8883.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.12	3.21	2.91	9.97	7.96	7.49	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.11	0.69	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Fremont Elementary has a School Safety Plan, which includes a School Crisis Intervention Plan. Both plans are reviewed and updated annually by staff and parents. The School Safety Plan is available for parent review in the school office. Local law enforcement agencies have worked closely with school and District personnel to develop effective responses in the event of emergencies. Fire, earthquake, and lockdown drills are held periodically to provide practice for students and staff. Additionally, campus safety is promoted by the use of campus supervisors, before school, after school and during the lunch periods. In compliance with CUSD policy, all campus visitors are required to check in at the office and obtain a visitor's badge, which must be worn at all times. In addition, all parent volunteers must submit a volunteer form and be cleared through the Megan's Law Web site prior to volunteering in the classroom or chaperoning field trips.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	No	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
2	27		10		26		11		26		11	
3	29		9		25	1	10		23		11	
Other	10	1							11	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.14	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	3	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4586	1495	3091	64270
District	N/A	N/A	3454	\$64,174
Percent Difference: School Site and District	N/A	N/A	-10.5	-23.6
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-42.2	-11.9

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

Types of Services Funded (Fiscal Year 2014-15)

John C. Fremont Elementary provides reading intervention for students throughout the day. All students are placed in a general ed classroom or special day classroom. Students who are identified for reading intervention using the Basic Reading Inventory (BRI) and STAR reading tests visit the reading intervention teacher or reading intervention paraprofessionals to receive additional small-group instruction that includes: phonics, decoding, blending and comprehension. This reading support outside of the regular classroom is provided daily. Students who are identified for additional math support using the latest grade-level assessment receive help from the math intervention teacher. This support is provided several times a week. The school also provides instructional support for teachers in the form of professional development and in-class coaching from the school's Literacy Coach and Instructional Technology Coach.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,505	\$40,379
Mid-Range Teacher Salary	\$63,684	\$62,323
Highest Teacher Salary	\$84,657	\$81,127
Average Principal Salary (Elementary)	\$105,737	\$99,192
Average Principal Salary (Middle)	\$110,308	\$91,287
Average Principal Salary (High)	\$117,896	\$112,088
Superintendent Salary	\$140,000	\$159,821
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional development is an ongoing activity that is offered to ensure that the Fremont staff keeps informed of new learning strategies, innovative teaching techniques and the newest technology in the field of education. A weekly staff development opportunity is provided for the teachers on Wednesdays. Students are released early so staff has time to collaborate, coordinate, and work as an entire staff and grade level on aligning curriculum to instruction, analyze data from assessments, weave the student use of technology into instruction and map out curriculum to be taught. Students continue to show growth due our committed staff and their increased knowledge they gain through staff development that is offered both at the District and site level.