

John C. Fremont School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	John C. Fremont School
Street	1900 Bell Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	5599928883
Principal	Pearl Prins
Email Address	pearlprins@corcoranunified.com
Website	fremont.corcoranunified.com
County-District-School (CDS) Code	16 63891 6010342

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	559-992-8880
Superintendent	Rich Merlo
Email Address	rmerlo@corcoranunified.com
Website	http://www.corcoranunified.com

School Description and Mission Statement (School Year 2019-20)

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 530 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 2018-19)

Grade Level	Number of Students
Grade 2	269
Grade 3	252
Total Enrollment	521

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Asian	0.2
Hispanic or Latino	91.9
White	5
Two or More Races	0.2
Socioeconomically Disadvantaged	91.9
English Learners	12.5
Students with Disabilities	9
Foster Youth	0.6
Homeless	9.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	24	146
Without Full Credential	4	6	5	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill School Education, California Wonders, 2017	Yes	0
Mathematics	Pearson, Pearson System of Courses, 2016	Yes	0
Science	Amplify Learning Curriculum Science, 2019	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 Officer 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	30	33	38	50	50
Mathematics (grades 3-8 and 11)	20	25	19	24	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	245	98.39	1.61	29.80
Male	137	137	100.00	0.00	24.82
Female	112	108	96.43	3.57	36.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	231	227	98.27	1.73	29.07
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	13	13	100.00	0.00	53.85
Two or More Races					
Socioeconomically Disadvantaged	235	231	98.30	1.70	29.44
English Learners	106	102	96.23	3.77	30.39
Students with Disabilities	19	19	100.00	0.00	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	250	99.60	0.40	24.80
Male	138	138	100.00	0.00	24.64
Female	113	112	99.12	0.88	25.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	232	231	99.57	0.43	24.24
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	46.15
Two or More Races					
Socioeconomically Disadvantaged	237	236	99.58	0.42	24.58
English Learners	106	105	99.06	0.94	25.71
Students with Disabilities	19	19	100.00	0.00	10.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 first Thursday of every month at 3:15 pm and the English Language Advisory Committee (ELAC) meets the third Thursday of every month at 9:00 am. 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.

At 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. 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 and luncheon, volunteer in the Book Fair, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	0.9	2.3	6.4	5.5	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.5	0.6	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. A Campus Safety liaison is involved in all safety drills and assists the site when needed. 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, at the school site, 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
2	24		11		23		11		22		12	
3	22		13		23	1	11		22	1	11	
Other**	11	1										

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

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

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	1.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9001.49	\$2737.41	\$6264.08	\$72,469.33
District	N/A	N/A	\$8955.86	\$72,191.00
Percent Difference - School Site and District	N/A	N/A	-35.4	0.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-18.0	-0.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

John C. Fremont Elementary provides reading intervention for students throughout the day. All students are placed in a general education classroom or special day classroom. Students who are identified for reading intervention using the Developmental Reading Assessment (DRA) 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 two-three 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 Academic Literacy Coach and Instructional Technology Coach.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,098	\$46,208
Mid-Range Teacher Salary	\$74,310	\$72,218
Highest Teacher Salary	\$98,748	\$92,742
Average Principal Salary (Elementary)	\$114,379	\$134,864
Average Principal Salary (Middle)	\$119,368	\$118,220
Average Principal Salary (High)	\$127,918	\$127,356
Superintendent Salary	\$162,010	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	37	51	53

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 to our committed staff and their increased knowledge gained through staff development that is offered both at the District and site level. Also, three teachers were sent to Achievement Teams looked at data and change teaching. These teachers now train the rest of the staff NTI training for teachers induction is given to teachers that have completed all college work and are in their first years of teaching. They have a mentor that takes them through this process.

Several programs to help students progress in reading and math were purchased along with professional development for teachers (MyOn, Imagine Math, Imagine Reading, STAR Math, Reflex, Rosetta Stone)

Paraprofessionals have received trained in EBIL, Reading Comprehension and working with students with disabilities in Math. The Secretaries have had training on office management, program usage, and effective data input and various responsibilities to run an effective office.