

John C. Fremont School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	John C. Fremont School
Street	1900 Bell Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8883
Principal	Pearl Prins
Email Address	pearlprins@corcoranunified.com
School Website	https://fremont.corcoranunified.com/
County-District-School (CDS) Code	16 63891 6010342

2022-23 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	559-992-8888
Superintendent	Eduardo Ochoa
Email Address	eochoa@corcoranunified.com
District Website Address	http://www.corcoranunified.com

2022-23 School Overview

John C. Fremont School is located 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 second through third grade. We also house a severely handicapped class for Kings County on campus. John C. Fremont is a Title I school with a student enrollment of approximately 475 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 physically and emotionally, inviting and stimulating.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	237
Grade 3	261
Total Enrollment	498

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	2.2
Filipino	0.2
Hispanic or Latino	93.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	3.8
English Learners	23.9
Foster Youth	1.0
Homeless	0.2
Migrant	2.0
Socioeconomically Disadvantaged	80.3
Students with Disabilities	7.4

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	87.83	125.10	80.72	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.11	6.70	4.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.94	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.50	1.66	12115.80	4.41
Unknown	1.00	4.06	17.50	11.34	18854.30	6.86
Total Teaching Positions	24.60	100.00	154.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

These are the latest textbook adoptions that follow the Common Core State Standards (CCSS). As the state frameworks change and the state approves new curriculum, the District will evaluate new instructional materials in order to follow the process of adopting new curriculum. This will include the adoption of digital curriculum.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adoption yr: 2016- 2024 8 year subscription:	Yes	0
Mathematics	EnVision Math-SAVVAS Adoption yr: 2017- 2023 6 year Digital License.	Yes	0
Science	Amplify print & digital adoption July 2019-2027 - 8 year	Yes	0
History-Social Science	CA Studies Weekly Print & Digital 2022-2026. 4 year adoption	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

December 6, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			One stained ceiling tile in D-4.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	257	99.23	0.77	18.68
Female	130	129	99.23	0.77	20.93
Male	129	128	99.22	0.78	16.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	237	236	99.58	0.42	17.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	59	57	96.61	3.39	12.28
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	0.44	17.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	13.04

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	258	99.61	0.39	15.50
Female	130	130	100.00	0.00	14.62
Male	129	128	99.22	0.78	16.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	237	236	99.58	0.42	14.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	27.27
English Learners	59	58	98.31	1.69	8.62
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	0.44	13.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	4.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		11.71	15.21	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 with a comprehensive and challenging educational program. The School Site Council (SSC) meets the first Thursday of every month at 3:30 pm and the English Language Advisory Committee (ELAC) meets the first Friday 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), educational technology, and the planning, implementation, and evaluation of federal programs including Title I and Title III. The District holds a monthly District English Learner Advisory Committee (DELAC); each school site has one representative on the committee to be a liaison between the school site and the district and to advise the district on issues related to English Learners.

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 events including Open House, Literacy Night, Math Night and other 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.

Volunteers have been welcomed back on campus! Parents are invited to participate in field trips, volunteer in the classroom, and assist with events on campus. Parents are voted members of School Site council and ELAC committees. Parents that are not voting members are always invited to attend.

Parental input is important to the continued success of John C. Fremont Elementary. For information on parent involvement opportunities, please contact Pearl Prins the school Principal at 559-992-8883 ex 3221

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	515	507	250	49.3
Female	253	251	120	47.8
Male	262	256	130	50.8
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	12	12	5	41.7
Filipino	1	1	0	0.0
Hispanic or Latino	477	471	235	49.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	21	19	9	47.4
English Learners	129	127	56	44.1
Foster Youth	5	4	2	50.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	454	448	226	50.4
Students Receiving Migrant Education Services	11	11	5	45.5
Students with Disabilities	48	45	20	44.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	3.36	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	1.55	2.55	5.78	0.20	3.17
Expulsions	0.00	0.00	0.17	0.21	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.00
Female	1.19	0.00
Male	1.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

2022-23 School Safety Plan

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, lockdown and bus evacuation 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 CJUSD 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.

Parents are able to come back onto campus this school year to volunteer and/or attend field trips. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty: 9/14/2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	23		11	
3	24		11	
4				
5				
6				
Other	8	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	23		11	
3	24		11	
4				
5				
6				
Other	10	1		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	20	6	5	
3	23		11	
4				
5				
6				
Other	11	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,605	\$2,327	\$11,278	\$72,469.33
District	N/A	N/A	\$11,909	\$80,027
Percent Difference - School Site and District	N/A	N/A	-5.4	-9.9
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	52.4	-8.8

2021-22 Types of Services Funded

Title I, Part A: This funding source is used to pay for two academic coaches that support teachers with instruction. John C. Fremont uses this funding for professional development including consultants through Kings County Office of Education that are providing professional development which provide strategies for reading and writing instruction. This funding source is also used to pay for materials for reading and math intervention.

Title II, Part A: This is a funding source used to provide New Teacher Induction for teachers with less than two years of experience. Mentors are also provided for any teacher at John C. Fremont with an Intern Credential until they meet their certification requirements.

Title III, Limited English Proficient (LEP): This funding source is used to provide coaches and the resource teacher with professional development to support teachers with strategies for instruction of English Learners. Consultants through Kings County Office of Education and Solution Tree are partners in providing this professional development.

State Programs:

Lottery: Instructional Materials: This funding source allows for the purchase of instructional materials. All materials are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video and audiotapes, lesson plans, and databases. Technology-based materials do not include the equipment required to make use of those materials.

Local Control Funding Formula (LCFF):

This funding source allows services and materials to be used for Positive Behaviors and Supports at John C. Fremont. Services that may be provided using these funds include training for staff for PBIS, student incentives, activities related to our PBIS system, and materials for support of PBIS.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,593	\$48,503
Mid-Range Teacher Salary	\$80,601	\$74,912
Highest Teacher Salary	\$107,147	\$100,321
Average Principal Salary (Elementary)	\$124,060	\$122,160
Average Principal Salary (Middle)	\$129,473	\$127,632
Average Principal Salary (High)	\$138,746	\$137,578
Superintendent Salary	\$191,750	\$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development is offered to ensure that Fremont staff keeps informed of new learning strategies, innovative teaching techniques, and the newest technology in the field of education. Weekly staff development is provided for teachers on Wednesdays throughout the school year. Students are released early so classroom teachers, special education teachers, our reading intervention teacher and resource teacher, and academic coaches, have time to collaborate, coordinate, and work together or in grade level teams on aligning curriculum to instruction, analyzing data from assessments, integrating student use of technology into instruction, and mapping out curriculum to be taught. Data is used to inform Professional Development Opportunities.

New teachers received two days of professional development from the District Office and one day at the site that covered lesson plans, technology integration, district login information and email access, student engagement strategies, and other onboarding information. All teachers were provided the opportunity to attend a one day training of Explicit Direct Instruction (EDI). This has been followed up with multiple days of onsite coaching for Academic and Technology Coaches to support EDI in the classrooms with teachers.

Each Wednesday is scheduled as an early release for students so classroom teachers, academic coaches, and administrators have time for the following Professional Development opportunities:

- Each month our District ELL Coach provides training on topics related to English Learner Students including; Integrated and Designated ELD
- Data analysis is scheduled after each district assessment to determine standards to reteach and retest
- Consultants from KCOE provide research-based Reading Instruction training for 8 Wednesday based on reading data

Special Education teachers receive additional training on topics related to their specialized credentials. These meetings are held monthly throughout the year.

Our secretary has monthly meetings that include but are not limited to:

- Aeries updates
- CALPADS training
- Attendance information
- Student confidentiality

Our Community Contact works with our Security Coordinator on issues such as:

- Student wellness
- Attendance (SARB, SART conferences)
- Home visits

Paraprofessionals received the following training for the 2022-23 school year:

- One day of training in Reading Instruction from KCOE
- A half day safety and first aid training with the District Safety Supervisor and District Nurse
- Meeting with the Principal and/or Vice Principal throughout the school year for additional training on academic and safety issues

Yard Supervisors will receive the following training for the 2022-23 school year:

- A half day safety and first aid training with the District Safety Supervisor and District Nurse
- Meeting with the Principal and/or Vice Principal throughout the school year for additional training on academic and safety issues

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	40	57	68