John C. Fremont School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Kathleen Cifuentes
Email Address	kathleencifuentes@corcoranunified.com
School Website	https://fremont.corcoranunified.com/
Grade Span	2-3
County-District-School (CDS) Code	16 63891 6010342

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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.
# of Teachers

2024-25 School Description and Mission Statement

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. At Fremont Elementary school, we not only state the District Mission & Vision, we strive to embody it in everything we do on our school campus.
Corcoran Unified School District Vision states Corcoran is a destination district where people are drawn to Corcoran due to the quality, reputation, and impact of accomplishments of our students and schools on the community.
Our Mission statement affirms our sentiment. It states we are relentless in creating a positive, safe, and stimulating environment for all to improve mind, character, and body.

We are committed to the following goals: Students will learn to read at grade level or above while developing a love for reading, and 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. John C Fremont School will create an environment that is orderly, safe, physically and emotionally supportive, inviting and stimulating.

As a school we have progress indicators to ensure our goals are accomplished. Academically, we have Trimester benchmark assessments. We also have teacher collaborative teams that create and administer common formative assessments to our students to ensure we are on our way to meeting our goal. Benchmarks are monitored on a trimester basis. Common formative assessments are analyzed during Wednesday Early out Team Time.
Behavior data is monitored monthly at Tier 1 & 2 meetings, then reported to the whole staff.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	238
Grade 3	225
Total Enrollment	463

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	2.2
Filipino	0.2
Hispanic or Latino	91.1
Two or More Races	0.4
White	5.6
English Learners	31.5
Foster Youth	0.2
Homeless	5
Migrant	2.4
Socioeconomically Disadvantaged	94
Students with Disabilities	7.8

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/Incomplete/NA	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

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)	19.30	79.44	131.50	83.08	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	12.34	10.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.11	2.60	1.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.10	2.60	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.11	9.70	6.18	15831.90	5.67
Total Teaching Positions	24.30	100.00	158.20	100.00	279044.80	100.00

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.

2022-23 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)	20.10	83.44	130.00	83.62	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	8.28	9.80	6.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.28	8.60	5.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.21	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.50	2.26	14303.80	5.15
Total Teaching Positions	24.10	100.00	155.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.5	4.3
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	0	0

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

2024-25 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 14,2024

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: 2017- 2025 8 year subscription ELD embeded	Yes	0
Mathematics	SAVASS Adoption yr: Extended for 3 years 2023-2026- 3 year digital & print license	Yes	0
Science	Amplify- 8 year print & digital adoption July 2019-2027	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		

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

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. According to the last FIT assessment on November 20th, 2024, the site was identified as Exemplary.

Cleaning Process
The school is in excellent condition and the custodial staff does a great job of keeping rooms clean and things in good working condition. We have two full-time custodians who work on different shifts throughout the day. This ensures that we have a custodian on campus from 6:30 a.m. until 10 p.m. on every school day.
The campus is very secure. All gates are locked during the school hours with the exception of the front gate next to the office. This allows our office staff to observe anyone coming onto or leaving campus. All visitors check in to the office before visiting any part of the campus.

Maintenance and Repair
On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Year and month of the most recent FIT report	November 20, 2024

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			
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	22	31	31	46	47
Mathematics (grades 3-8 and 11)	20	20	17	17	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	218	97.32	2.68	22.48
Female	123	120	97.56	2.44	22.50
Male	101	98	97.03	2.97	22.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	201	97.10	2.90	20.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	53.85
English Learners	58	55	94.83	5.17	5.45
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	214	210	98.13	1.87	21.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	221	98.66	1.34	19.91
Female	123	122	99.19	0.81	16.39
Male	101	99	98.02	1.98	24.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	204	98.55	1.45	20.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	58	58	100.00	0.00	1.72
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	214	213	99.53	0.47	18.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	20.00

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			21.84	23.39	30.29	30.73

2023-24 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2024-25 Opportunities for Parental Involvement

At John C. Fremont Elementary School, we believe that parents are an integral part of a child's success at school. We encourage parents to get involved at Fremont both informally and formally.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.

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

2024-25 Opportunities for Parental Involvement

House, Literacy Night, Math Night and other school-wide events such as a winter performance that parents are encouraged to attend. The school encourages all parents to become involved and attend all parent meetings and school events. We also have award assemblies to for academics and behavior.

Volunteers have been welcomed on campus! Parents are invited to participate in field trips, volunteer in the classroom, and assist with events on campus like student store, Library, and monthly reward lunches for "Student of the Month" and "Terrific Kids". Parents are voted members of School Site council and ELAC committees. Parents that are not voting members are always invited to attend.

The School Site Council (SSC) meets the second Thursday of the month at 3:30 pm at least 5 times per year. The English Language Advisory Committee (ELAC) meets the second Thursday of the month at 6:00 pm at least 5 times per year. The ELAC committee acts in an advisory role to the school's administration in order to development and implement the English Language Development (ELD) program. 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) meeting; 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.

Parental input is important to the continued success of John C. Fremont Elementary. At events, parents are given QR code to participate in school survey to obtain feedback on how we can improve the school. Fremont Elementary School utilizes the Parent Square which allows us to communicate with every family with important information
For information on parent involvement opportunities, please contact Dr. Kathleen Cifuentes the school Principal at 559-992-8883 ex 3221.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	480	76	15.8
Female	254	249	34	13.7
Male	239	231	42	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	11	3	27.3
Filipino	--	--	--	--
Hispanic or Latino	446	436	68	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	27	5	18.5
English Learners	163	160	21	13.1
Foster Youth	--	--	--	--
Homeless	26	22	6	27.3
Socioeconomically Disadvantaged	465	453	76	16.8
Students Receiving Migrant Education Services	15	14	1	7.1
Students with Disabilities	48	47	11	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.55	0.81	1.83	5.78	6.97	7.17	3.17	3.6	3.28
Expulsions	0	0	0	0.21	0.2	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	0.39	0.00
Male	3.35	0.00
Non-Binary	0.00	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	1.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	1.84	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a primary concern at John C. Fremont Elementary. The school adheres to compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.
Fire and disaster drills are scheduled on a monthly basis throughout the school year when students and staff are present. Lockdown drills are held throughout the year. Students are supervised before and after school by certificated staff and administration. Administration and certificated staff supervise before school, morning recess, and dismissal. Administration and classified noon aides supervise students during lunch and lunch recess. There is a designated area for student drop off and

2024-25 School Safety Plan

pick up. Visitors enter the school at the front gate (only open gate) and are required to sign in at the front office immediately upon arrival.----

Fremont Elementary has a School Safety Plan, which includes a School Crisis Intervention Plan to ensure student and staff safety during a disaster.. 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. Fire and disaster drills are scheduled on a monthly basis throughout the school year when students and staff are present. Lockdown drills are held throughout the year. Additionally, campus safety is promoted by the use of campus supervisors, before school, after school and during the lunch periods. Students are supervised before and after school by certificated staff and administration. Administration and certificated staff supervise before school, morning recess, and dismissal. Administration and classified noon aides supervise students during lunch and lunch recess.

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. There is a designated area for student drop off and pick up. Visitors enter the school at the front gate (only open gate) and are required to sign in at the front office immediately upon arrival. 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.

We provide opportunities for all stakeholders to be informed of the school safety plan. A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request. It is shared yearly with all Classified, Office, & Certificated. Since the plan is reviewed yearly, there is a special teacher committee that works with the school principal to review and work with all stakeholders to obtain feedback to add or clarify items in the plan. The School Safety Plan was last reviewed, updated, and discussed with the school faculty: 8/10/2024 and 12/4/2024

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.

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
2	20	6	5	
3	23		11	
Other	11	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
2	21	1	10	
3	21	1	10	
Other	8	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
2	21	1	10	
3	22	1	9	
Other	6	1		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$16,957	$6,736	$10,221	$72,459
District	N/A	N/A	$10,141	$89,341
Percent Difference - School Site and District	N/A	N/A	0.8	-20.9
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-5.2	-19.0

Fiscal Year 2023-24 Types of Services Funded

At John C. Fremont Elementary School we have the below listed services funded for our school. The funding is used for Academic & Behavior intervention, as well as ELOP & ACES services from the RAC.
Academically, students who are needing extra support at a Tier 2/3 level are given intervention. Both ELA & MATH intervention is provided with coach and instructional aides in small group. Students are systematically identified through school wide STAR assessment at the beginning of the school year. Then administered further assessments (95%) in intervention to identify specific areas of need to provide targeted instruction. Behaviorally, students are identified monthly after reviewing Aeries data. Students are then provided PBIS academies and discussions with Counselor, Administrators, and Resource Coach.

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 to fund 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$64,660	$54,930
Mid-Range Teacher Salary	$90,491	$85,386
Highest Teacher Salary	$120,294	$111,172
Average Principal Salary (Elementary)	$139,281	$136,564
Average Principal Salary (Middle)	$145,356	$141,339
Average Principal Salary (High)	$155,797	$153,241
Superintendent Salary	$195,000	$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.
The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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 two days of training that included Explicit Direct Instruction (EDI), Data Wise (The process of analyzing data), Capturing Kids hearts refresher, and Behavior Solutions(PBIS). 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 assessment to determine standards to reteach and retest

Each Month there is a PBIS Tier 1 Meeting. They review data and share that data with whole school staff.
 Data is shared with teachers during Wednesday meeting

Professional Development

 Data is shared with Paraprofessional and Yard Duty during monthly meeting
PBIS Tier II monthly
 Review individual student behavior
 Assign students to appropriate interventions
 Review data for student interventions

Attendance Meetings week to Biweekly
 Review Student Attendance
 Plan for Chronic Absent students
 Reward students with 95% or better attendance.

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 at dIstrict 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

Office staff meets at least 2x a month
 PBIS is reviewed, and any training needed takes place.
 Communication takes place

Paraprofessionals received the following training for the 2023-24 school year:
- Special Educational Instructional Aides received CPI deescalation training.
- A half day safety and first aid training with the District Safety Supervisor and District Nurse
- Meeting monthly 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:
- Yard Duty received CPI deescalation training.
- A half day safety and first aid training with the District Safety Supervisor and District Nurse
- Meeting monthly with the Principal and/or Vice Principal throughout the school year for additional training on academic and safety issues

TRAINING BREAKDOWN

ADMIN- KCOE 3 days of training = 12 HOURS

ALL Certificated TEACHERS receive the following professional development = 83 hours
8/8,8/12,8/13. 3 Institute Days totaling = 24 hours
26 Wednesday Early out trainings at 1.5 hours = 39 hours
10 Wednesday Early out trainings at 2 hours= 20 hours

Teacher GUIDING COALITION Team receive 5 --8 hour trainings = 40 hours

Admin and Coach receive 4 EL NETWORK training at 8 hours= 32 hours

COACHES receive monthly 2 --2 hour meetings with District = 40 hours
NEW TEACHERS receive 2 -- 8 hour meetings with District = 16 hours

NON INSTRUCTIONAL (CLERICAL & CUSTODIAL)- 4 QUARTERLY 2 HOUR MEETINGS = 8 HOURS
LIBRARIANS receive monthly 2 hour meetings = 20 hours

Professional Development

MANDATED COSTS training-- 2 HOURS

Community Contact -- 40 hours
Secretary-- 20 hours
Office Staff Meetings-- 20 hours
Attendance Meetings--20 hours
PBIS Tier 1,2,& 3 -- 20 hours
PLC training -- 20 hours

PARA & Yard Training receive monthly 1 hour training= 10 hours
1 Institute day =8 hours
4--2 hour TCOE trainings= 8 hours

Total # of PD hours equal 430 hours divided by 5 = provided in Professional Development.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	68	84	86