

John C. Fremont School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	559-992-8880
Superintendent	Eduardo Ochoa
Email Address	eochoa@corcoranunified.com
District Website Address	http://www.corcoranunified.com

2021-22 School Overview

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 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 490 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	254
Grade 3	264
Total Enrollment	518

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	2.1
Filipino	0.2
Hispanic or Latino	92.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	4.1
English Learners	20.3
Foster Youth	1
Homeless	0.6
Socioeconomically Disadvantaged	94.2
Students with Disabilities	9.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2021

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- 8 year subscription	Yes	0
Mathematics	EnVision Math- SAVVAS Adoption yr: 2020- 3 year Digital & Print License	Yes	0
Science	Amplify- 8 year print & digital adoption July 2019	Yes	0
History-Social Science	Houghton Mifflin Social CA Science 2007	Yes	0

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

9/18/2021

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

Overall Facility 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	248	93.94	6.06	19.76
Female	127	123	96.85	3.15	15.45
Male	137	125	91.24	8.76	24
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	230	94.26	5.74	20.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	8.33
English Learners	47	41	87.23	12.77	2.44
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	224	94.12	5.88	17.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	25	89.29	10.71	8

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	250	94.70	5.30	14.80
Female	127	124	97.64	2.36	11.29
Male	137	126	91.97	8.03	18.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	232	95.08	4.92	14.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	25.00
English Learners	47	44	93.62	6.38	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	224	94.12	5.88	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	25	89.29	10.71	4.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	11.71	N/A	28.72

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

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		
Male	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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 Thursday of every month immediately following the School Site Council meeting. 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. 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 hosted 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.

We have limited ability to have parents come on campus. In the event things change, there are events on campus, volunteering, or field trips that parents are invited to participate in.

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 at 559-992-8883 ex 3221

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	553	539	174	32.3
Female	272	264	73	27.7
Male	281	275	101	36.7
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	11	11	5	45.5
Filipino	1	1	1	100.0
Hispanic or Latino	508	496	157	31.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	1	25.0
White	26	24	9	37.5
English Learners	113	108	26	24.1
Foster Youth	10	6	2	33.3
Homeless	4	3	3	100.0
Socioeconomically Disadvantaged	518	506	166	32.8
Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	56	55	21	38.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.33	0.18	5.35	2.55	3.47	0.20
Expulsions	0.00	0.00	0.39	0.17	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.36	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	0.20	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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, 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. During this unprecedented time parents are not able to come on campus like they did last year since they are not able to come onto campus, volunteer, or attend field trips.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22		12	
3	22	1	11	
4				
5				
6				

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		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,431	\$641	\$11,790	\$72,469.33
District	N/A	N/A	\$12,286	\$77,706
Percent Difference - School Site and District	N/A	N/A	-4.1	-7.0
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	33.1	-6.1

2020-21 Types of Services Funded

John C. Fremont Elementary provides reading intervention for students throughout the day.

Tier 1 All students are placed in a general education classroom or special day classroom. (Tier 3)

Students who are identified for reading intervention using the Developmental Reading Assessment (DRA) and STAR reading tests and Math, Imagine Learning, Reflex Math, Freckle Math., SuccessMaker Staff uses Achievement Teams to look at DATA to improve instruction

Tier 2 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. Reading intervention includes Orton Gillingham and EBIL phonics instruction. Math intervention includes small group instruction and Successmaker for Math.

Students who are identified for additional math support using the latest grade-level assessment receive help from the math intervention teacher.

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.

Students that need emotional support have counselors that meet individual and one on one. Other supports include Social and Emotional support using Second Step and Capturing Kids Hearts. Our counselors teach mindfulness to students and staff.

The school also provides instructional support for instructional aide, yard supervisors and office staff

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$56,742	\$48,119
Mid-Range Teacher Salary	\$79,410	\$74,665
Highest Teacher Salary	\$105,563	\$98,160
Average Principal Salary (Elementary)	\$122,227	\$118,542
Average Principal Salary (Middle)	\$127,558	\$125,068
Average Principal Salary (High)	\$136,694	\$133,516
Superintendent Salary	\$165,250	\$194,199
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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.

Each month we go over English Language teaching strategies including Writing Strategies.

One time a month we review data on testing and applications

One time each month we get training in Online applications (SeeSaw, Imagine Learning, Reflex)

PBIS We have had training in understanding emotional issues and students and how to handle them. We bought a new curriculum on Social Emotional Training, Second Step and Capturing Kids Hearts

We continue to use the training of Achievement Teams looked at data and improve instruction. 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, Freckle Math, Imagine Reading, STAR Math, Reflex, Rosetta Stone), Paraprofessionals were trained in Successmaker

The Secretaries have had training on office management, program usage, and effective data input and various responsibilities to run an effective office.

All staff was given online classes on Mandated reporting, school expectations, safety and how to avoid harassment in the workplace.

Instructional Aides and yard supervisors meet monthly to review safety concerns and any areas that need training.

Staff was given CPI training to protect themselves and students. The Librarian attendants monthly training at KCOE.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	53	40	57

Corcoran Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	559-992-8880
Superintendent	Eduardo Ochoa
Email Address	eochoa@corcoranunified.com
District Website Address	http://www.corcoranunified.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1838	1678	91.29	8.71	30.23
Female	904	830	91.81	8.19	32.97
Male	934	848	90.79	9.21	27.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	36	90.00	10.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	1685	1536	91.16	8.84	29.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	78	91.76	8.24	41.03
English Learners	248	223	89.92	10.08	2.74
Foster Youth	22	17	77.27	22.73	5.88
Homeless	50	32	64.00	36.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1713	1566	91.42	8.58	29.07
Students Receiving Migrant Education Services	34	30	88.24	11.76	23.33
Students with Disabilities	184	163	88.59	11.41	8.81

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1840	1709	92.88	7.12	12.13
Female	905	848	93.70	6.30	10.26
Male	935	861	92.09	7.91	13.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	37	90.24	9.76	10.81
Filipino	--	--	--	--	--
Hispanic or Latino	1686	1567	92.94	7.06	11.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	77	90.59		16.88
English Learners	248	231	93.15	6.85	2.16
Foster Youth	22	17	77.27	22.73	0.00
Homeless	50	38	76.00	24.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1715	1592	92.83	7.17	11.57
Students Receiving Migrant Education Services	34	31	91.18	8.82	12.90
Students with Disabilities	184	163	88.59	11.41	6.79