

2014 SARC Input Form

Reported Using Data from the 2013-14 School Year

Published During the 2014-15 School Year

The SARC is comprised of various reporting requirements. This template is provided as a tool to view and update your school's information includes only the information we cannot get from the Department of Education [This is not the full SARC template](#). DTS will import publically available data not listed in this template as it becomes available. A list of answers to frequently asked questions (FAQs) can be downloaded by [clicking here](#).

School Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your school.

School Information	
School Name	John C. Fremont Elementary
Street	1900 Bell Ave
City, State, Zip	Corcoran
Phone Number	5599928883
Principal	Eduardo Ochoa
E-mail Address	eochoa@corcoranunified.com
School Website	http://www.fremont.corcoranunified.com/
Grades Served	2-3
CDS Code	16 63891 6010342

District Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Information	
District Name	Corcoran Joint Unified School District
Street	1520 Patterson Ave
City, State, Zip	Corcoran
Phone Number	5599928888
Superintendent	Rich Merlo
Web Site	http://www.corcoranunified.com
E-mail Address	rmerlo@corcoranunified.com

School Description and Mission Statement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school, its programs and its goals.

John C. Fremont School resides in Corcoran, California. Corcoran is a small agricultural area in the Central San Joaquin Valley. Fremont School is one of three elementary schools in Corcoran and serves students in grades two and three. Fremont provides for the educational needs of the second and third grade students in the community, a Special Day Class for children with special needs for children in first through third grade. We also house a County Severely Handicapped Class on our campus. John C. Fremont is a Title I school. Our school population remains steady at approximately 550 students a year.

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:

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1/23/15

- 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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent 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 a comprehensive and challenging educational program. The School Site Council (SSC) meets the last Thursday of every month and the English Language Advisory Committee (ELAC) meets the first Thursday of every month at 3:00 pm and welcome all parents. These meetings cover a variety of topics including instructional goals, instructional materials, CCSS shifts, educational technology and the planning, implementation and evaluation of ConApp programs including Title I and Title III. In addition, the District holds a monthly English Learner Advisory Committee (DELAC); each school site has one representative on the committee to bring forth any concerns of each school. Before the beginning of each school year the school hosts a Back-to-School night. Parent conferences are held at the end of the first and second trimesters to discuss their student's academic progress. The School also holds various open houses, concerts, Literacy Nights and other various school wide events where parents are encouraged to attend. The school encourages all parents to become involved and attend all parent meetings and school events.

Parents and community members are invited to volunteer (along with teachers and other personnel) in a variety of ways. Various community service clubs assist with the school's literacy and behavior goals. Corcoran Rotary Club has members read to students in the classroom on a monthly basis, Kiwanis Club of Corcoran sponsors a Literacy Night every winter and also recognizes students from every classroom on a monthly basis for their exceptional behavior and adherence to the school's PBIS expectations. Parents are encouraged to help out in the classroom and support their child's teacher, work in the school's PBIS store, volunteer in the Book Fair and Book Exchanges, chaperone field trips and help out with school activities throughout the year. Parental input is important to the continued success of Fremont Elementary. For information on parent involvement opportunities, please contact the school at 559- 992-8883.

School Safety Plan (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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. Additionally, campus safety is promoted by the use of campus supervisors, before, after and during the lunch periods. In compliance with CUSD policy, all campus visitors are required to check in at the office and obtain a visitor's badge, which must be worn at all times. In addition, all parent volunteers must submit a volunteer form and be cleared through Megan's Law Web site prior to volunteering in the classroom or chaperoning field trips.

Suspensions and Expulsions

CDE will be releasing this data in early January, 2015. The section is being made available to you in the event that you prefer to provide the data in advance of CDE’s release. Please update as needed.

Suspension Rate (# of suspensions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	1.1	5.1	3.2
District	11.0	10.0	8.0
State	5.7	5.1	4.4

Expulsion Rate (# of expulsions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	0.0	0.0	0.0
District	0.2	0.2	0.1
State	0.1	0.1	0.1

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update/enter the information below as needed. You can also [click here to submit the MS Excel FIT tool via email](#). This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Date of your most recent facilities inspection: January 2015

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

School Facility Good Repair Status (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			All systems working properly.
Interior: Interior Surfaces	[X]			All systems working properly.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			Fremont custodial staff follows a daily schedule to make sure classrooms are clean and ready for the following day.
Electrical: Electrical	[X]			All systems working properly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			All systems working properly.
Safety: Fire Safety, Hazardous Materials	[X]			All systems working properly.
Structural: Structural Damage, Roofs	[X]			All systems working properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			All systems working properly.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		[X]		

Teacher Credentials

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

CDE added an extra year of data to this table in this year's template.

Teachers at this School	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	23	24	140
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2013-14)

This data was copied from last year's SARC. Please update as needed. This section should include the number of staff employed at your schools that fall into the categories below.

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	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.14	♦
Library Media Teacher (Librarian)	1	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	.14	♦
Social Worker	0	♦
Nurse	1	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	1	♦
Other	1	♦

♦ means data not required.

Textbooks and Instructional Materials (Most Recent Year)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please pay special attention to ensure that this section is aligned with the most up-to-date adoption of textbooks.

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Company, Houghton Mifflin California Reading: Medallion Edition, 2009	Yes	0
Mathematics	Houghton Mifflin Company, Houghton Mifflin California Math, 2009	Yes	0
Science	Pearson Scott Foresman, Scott Foresman California Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Company, Houghton Mifflin Social Science, 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

The fields that are highlighted yellow are populated for you with data provided by CDE. Percent differences are calculated by this form. The remaining data was copied over from last year's SARC and should be reviewed/updated by the school/LEA.

The most recent data available from CDE is for fiscal year 2012-13. For comparison purposes, data for the same fiscal year is requested from the school.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	4586	1495	3091	61616
District	◆	◆	3454	62750
Percent Difference: School Site and District	◆	◆	-10.5	-1.8
State	◆	◆	\$4,690	\$63,037
Percent Difference: School Site and State	◆	◆	-44.2	-2.5

◆ means data not required.

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2013-14)

Please review and update/enter the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

John C. Fremont Elementary provides reading intervention for students throughout the day. All students are placed in a general ed classroom or special day classroom. Students who are identified for reading intervention visit the resource teacher and/or the reading intervention paraprofessionals and receive additional small-group instruction in reading that may include support in: phonics, decoding, blending and comprehension. The school also provides instructional support for teachers in the form of professional development and in-class coaching from the school's Literacy Coach.

Professional Development

Please review and update/enter the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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, and map out curriculum to be taught. Students continue to show growth due our committed staff and their increased knowledge they gain through staff development that is offered both at the District and site level.

School Completion and Postsecondary Preparation

Please note: this section applies to high schools only. If you are not a high school, please skip this section.

Career Technical Education Programs (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

John C. Fremont Elementary serves students in grades 2-3 so it does not have the Career Technical Education Programs that a comprehensive high school would have.

Career Technical Education Participation (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about level of participation in Career Technical Education (CTE) programs at your school.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0