

# Freeman Elementary School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Freeman Elementary School
<b>Street</b>	126 N. West St.
<b>City, State, Zip</b>	Woodland, CA 95695-2614
<b>Phone Number</b>	(530) 662-1758
<b>Principal</b>	Eduardo Gonzalez
<b>Email Address</b>	eddie.gonzalez@wjusd.org
<b>School Website</b>	<a href="https://freeman.wjUSD.org/">https://freeman.wjUSD.org/</a>
<b>County-District-School (CDS) Code</b>	57727100000000

## 2022-23 District Contact Information

<b>District Name</b>	Woodland Joint Unified School District
<b>Phone Number</b>	(530) 662-0201
<b>Superintendent</b>	Elodia Ortega-Lampkin
<b>Email Address</b>	elodia.lampkin@wjusd.org
<b>District Website Address</b>	www.wjUSD.org

## 2022-23 School Overview

### Principal's Message

At Freeman Elementary School there is the belief and commitment that all students can and will learn at advanced levels regardless of the obstacles they face. The school culture encourages a positive school climate where all students will experience academic success. There is a school-wide focus on standards-based education to improve student achievement and to achieve our 4 District LCAP goals. Freeman Elementary School is proud of the collaborative nature of the staff and together with parents we proudly serve our community. At Freeman, we promote a positive learning environment, where students are recognized for citizenship, academic achievement, attendance, the achievement of grade-level SMART goals, and the demonstration of life skills. Curriculum decisions are based on data from various assessments specifically the i-Ready examinations, Interim SBACs, and common formative assessments that guide our instruction. Freeman's staff realizes that motivating each child to build on his or her skills, talents, and imagination promotes academic success. The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers spend countless hours honing their professional skills by using data as evidence of effectiveness. Teachers also attend various professional development such as English Learner Training, teaching writing effectively training, and PLC (Professional Learning Communities) at Work conferences.

Freeman is nurturing, fun, and safe with high academic standards. Each month a life skill is highlighted and taught during in-person instruction to promote citizenship, along with social and emotional lessons are identified. Every morning during an inspirational message on the school's loudspeaker sets a positive tone to commence the day's activities. In addition, parent partnerships are valued and seen as an important part of every child's educational success. This is evidenced by the "Parent of the Year" awards in our front office. By working together as a staff, with parents, and as a community, Freeman students have the opportunity to succeed and reach excellence.

### Mission Statement

The mission of Freeman School is to inspire students to a high-achieving future.

To achieve our mission, as a school we focus on the following:

- Build on Students' strengths.
- Create a positive environment in every classroom, as well as throughout the school.
- Use data to determine the effectiveness of our teaching.

## 2022-23 School Overview

- Accelerate students who need to be challenged.
- Provide extra time for students who need to be retaught.

### Community and District Profile

Freeman Elementary School operates on a traditional track. For 2021-2022 Freeman had 448 students enrolled in grades kindergarten through six.

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	59
Grade 2	53
Grade 3	64
Grade 4	62
Grade 5	80
Grade 6	77
<b>Total Enrollment</b>	<b>451</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	0.9
Asian	2.4
Black or African American	2.4
Filipino	0.4
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	11.1
English Learners	29.5
Foster Youth	1.1
Homeless	2.0
Migrant	2.4

Socioeconomically Disadvantaged	83.1
Students with Disabilities	22.8

## 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)	19.40	80.11	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.36	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.11	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.71	8.70	1.80	12115.80	4.41
Unknown	2.80	11.63	29.10	5.99	18854.30	6.86
<b>Total Teaching Positions</b>	<b>24.30</b>	<b>100.00</b>	<b>485.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	20.60	87.01	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.10	0.42	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.21	8.20	1.68	11953.10	4.28
Unknown	2.00	8.41	18.00	3.70	15831.90	5.67
<b>Total Teaching Positions</b>	<b>23.70</b>	<b>100.00</b>	<b>488.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

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

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	1.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.60	1.00

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.10	0.00

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

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

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

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected

August 2023

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, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006	No	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

## School Facility Conditions and Planned Improvements

Freeman Elementary School, originally founded in 1955 and remodeled in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, one library, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of November 30, 2022.

### Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

### Maintenance and Repair

District maintenance staff ensure 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 the highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order. Also, during the Summer of 2019, the district's preventative maintenance team focused on making repairs to the physical structure of the school.

Year and month of the most recent FIT report

11/30/2022 - 11/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	X		<p>Multipurpose: 2: Vent/Grill in staff room needs to be repaired/replaced 8: Staff restroom in between MPR and Admin needs toilet seat replaced/repared (loose) Work order 51961</p>
<p><b>Interior:</b> Interior Surfaces</p>		X	<p>Freeman Room 10: 4: (D) Ceiling tiles have holes or stains, please paint 9: (D) Water pressure is inadequate, fountain pressure too high 15: Front door needs the doorstop repaired/replaced Work order 51948 Freeman Room 22: 4: (D) Ceiling tiles have holes or stains, some need to be replaced/painted Work order 51954 Freeman Room 24: 4: (D) Ceiling tiles have holes or stains. Work order 51955 Freeman Room 7: 4: (D) Ceiling tiles are missing. (D) Ceiling tiles have holes or stains. 7: Lighting in bathroom not working 15: Door on North side does not close properly Work order 51957</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Freeman Room 11: 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week. Work order 51949</p>
<p><b>Electrical</b></p>			<p>X Freeman Main Wing Girls Restroom: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 15: ADA stall needs partition door repaired Work order 51947 Freeman Room 14: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51950 Freeman Room 19: 7: Wire mold needs "corner" cover (SE corner) Work order 51952 Freeman Room 2: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 15: Portion of front ramp needs to be repaired/replaced Back door (door sweep) needs to be adjusted Work order 51953 Freeman Room 6: 7: 1 1/2" electrical conduit on South exterior ceiling needs to be reattached Work order 51956 Freeman Room 7: 4: (D) Ceiling tiles are missing. (D) Ceiling tiles have holes or stains. 7: Lighting in bathroom not working</p>

School Facility Conditions and Planned Improvements

			<p>15: Door on North side does not close properly Work order 51957 Freeman Room 1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. At least (2) lights not working Outlet cover broken on West wall 8: Stall #1, toilet seat needs to be repaired/replaced (loose) 10: Extinguisher holder needs repair/replacement 14: Yellow railing on "middle" deck needs to be tightened Work order 51958 Freeman Room 8: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 8: Center urinal in boys Restroom leaking when flushed Work order 51959 Freeman Room 9: 7: Outlet on East wall needs to be replaced Plastic wire mold for data cable needs to be remounted Work order 51960</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>Freeman Blacktop Boys Restroom: 9: Sink on left needs to be remounted and caulked Freeman Blacktop Girls Restroom: Both sinks need to be remounted to wall and caulked Work order 51945 Freeman Room 10: 4: (D) Ceiling tiles have holes or stains, please paint 9: (D) Water pressure is inadequate, fountain pressure too high 15: Front door needs the doorstop repaired/replaced Work order 51948 Freeman Room 17: 9: Sink needs to be cleaned thoroughly, possibly replace drain Work order 51951 Freeman Room 1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. At least (2) lights not working Outlet cover broken on West wall 8: Stall #1, toilet seat needs to be repaired/replaced (loose) 10: Extinguisher holder needs repair/replacement 14: Yellow railing on "middle" deck needs to be tightened Work order 51958 Freeman Room 8: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 8: Center urinal in boys Restroom leaking when flushed Work order 51959 Multipurpose: 2: Vent/Grill in staff room needs to be repaired/replaced</p>



## School Facility Conditions and Planned Improvements

			8: Staff restroom in between MPR and Admin needs toilet seat replaced/repared (loose) Work order 51961
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Freeman Room 1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. At least (2) lights not working Outlet cover broken on West wall 8: Stall #1, toilet seat needs to be repaired/replaced (loose) 10: Extinguisher holder needs repair/replacement 14: Yellow railing on "middle" deck needs to be tightened Work order 51958
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Freeman Main Wing Girls Restroom: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 15: ADA stall needs partition door repaired Work order 51947 Freeman Room 10: 4: (D) Ceiling tiles have holes or stains, please paint 9: (D) Water pressure is inadequate, fountain pressure too high 15: Front door needs the doorstop repaired/replaced Work order 51948 Freeman Room 2: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 15: Portion of front ramp needs to be repaired/replaced Back door (door sweep) needs to be adjusted Work order 51953 Freeman Room 7: 4: (D) Ceiling tiles are missing. (D) Ceiling tiles have holes or stains. 7: Lighting in bathroom not working 15: Door on North side does not close properly Work order 51957 Freeman Room 1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. At least (2) lights not working Outlet cover broken on West wall 8: Stall #1, toilet seat needs to be repaired/replaced (loose) 10: Extinguisher holder needs repair/replacement 14: Yellow railing on "middle" deck needs to be tightened Work order 51958

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	36	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	286	276	96.50	3.50	35.64
<b>Female</b>	124	118	95.16	4.84	44.07
<b>Male</b>	162	158	97.53	2.47	29.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	211	96.79	3.21	34.60

<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	15	93.75	6.25	33.33
<b>White</b>	31	30	96.77	3.23	40.00
<b>English Learners</b>	58	56	96.55	3.45	10.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	15	15	100.00	0.00	40.00
<b>Socioeconomically Disadvantaged</b>	223	214	95.96	4.04	34.58
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	72	66	91.67	8.33	18.18

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	286	277	96.85	3.15	26.09
<b>Female</b>	124	119	95.97	4.03	23.73
<b>Male</b>	162	158	97.53	2.47	27.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	213	97.71	2.29	25.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	14	87.50	12.50	21.43
<b>White</b>	31	30	96.77	3.23	30.00
<b>English Learners</b>	58	58	100.00	0.00	13.79
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	15	15	100.00	0.00	26.67

<b>Socioeconomically Disadvantaged</b>	223	216	96.86	3.14	25.12
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	72	66	91.67	8.33	10.61

## CAASPP Test Results in Science for All Students

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

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

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
<b>Science</b> (grades 5, 8 and high school)	NT	15.19	NT	19.88	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	80	79	98.75	1.25	15.19
<b>Female</b>	34	33	97.06	2.94	12.12
<b>Male</b>	46	46	100	0	17.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	60	98.36	1.64	10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100	0	33.33
<b>English Learners</b>	17	17	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	63	62	98.41	1.59	9.68
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100	0	7.14

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	80.0%	1.3%	84.0%	80.00%	89.3%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Freeman Elementary School is proud of its many opportunities for parents and community members to volunteer. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Booster Club, and School Site Council. Parents are highly encouraged to attend our parent meetings. Freeman has developed virtual methods to promote parental involvement such as classes for parents and family nights. WJUSD also hired a CAFE specialist to assist in providing families with their needs. Input from parents is sought through surveys, during ELAC and School Site Council meetings. While student input is gathered from surveys as well as our Youth Advisory Council which reviews relevant data and assists in making recommendations for improvement at Freeman. Freeman's Youth Advisory Council works closely with our Parent Boosters to make recommendations.

##### Contact Information

Parents who wish to participate in Freeman Elementary School's committees, or wish to become a volunteer may contact the school office and speak with Lizvet Aguilera at (530) 662-1758. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students, and community members. In addition, Freeman's website also provides a calendar of the school's events for parents. Parents are also encouraged to participate in community forums at the district level.

#### 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	476	213	44.7
Female	216	213	101	47.4

Male	271	263	112	42.6
American Indian or Alaska Native	6	6	6	100.0
Asian	12	11	1	9.1
Black or African American	13	11	6	54.5
Filipino	2	2	1	50.0
Hispanic or Latino	370	365	165	45.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	13	13	6	46.2
White	55	52	22	42.3
English Learners	147	142	66	46.5
Foster Youth	11	10	6	60.0
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	407	397	189	47.6
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	140	134	71	53.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.94	4.16	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.21	3.90	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.00
Female	1.39	0.00
Male	5.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.33	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.59	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	1.36	0.00
Foster Youth	9.09	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

## 2022-23 School Safety Plan

The safety of students is a priority of the school staff. Part of the school's safety plan is to focus on proactive supervision where students are supervised throughout the day by teachers, administrators, noon duty, and crossing guard supervisors. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the main office and wear a visitor's badge while on campus (Essential volunteers only who have been cleared to volunteer). Freeman Elementary School's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. On October 13, 2022, the safety plan was approved by the WJUSD Board of Trustees. Some key elements of the Safety Plan include student safety, school climate, and emergency procedures.

The Safety Plan is constantly reviewed with teachers, staff, and students as well as drills practiced. Freeman reviews the safety plan with students at least 4 times per year and at least 3 times per year in the Expanded Minds after-school program. Typically the safety plan is reviewed with students after each vacation period such as when students return from winter break. Students indicated that they want to continue to focus on all of us treating each other with respect. For this reason, the Rachel's Challenge program was initiated at Freeman and it is yielding great results including the newly formed Welcoming Committee for new students. From the surveys, the focus on emotional safety was a big priority for students.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations, earthquake drills, and intruder drills, which are held three times a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan is reviewed with staff, and with parents during ELAC meetings and SSC meetings. Notes are available upon request from these meetings.



## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2	2	
1	16	2	2	
2	17	2	2	
3	20	1	3	
4	40	1	3	2
5	26	4		1
6	22	3	1	1
Other	72	1	1	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	12	5	2	
1	10	6	2	
2	13	4	2	
3	10	6	2	
4	16	5	6	
5	13	8	6	
6	16	6	2	
Other	7	6		

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	
1	26		2	
2	24		2	
3	28		2	
4	16	2	1	
5	24	1	2	
6	24		3	
Other	8	7		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,175	\$2,278	\$4,897	\$70,982
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	-15.3	-2.9
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-29.5	-15.7

## 2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

Universal Design for Learning, TK-12

Ethnic Studies, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

Early Literacy TK-3

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	0