

Freeman Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 Local Control Accountability Plan (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 (Specific, Measurable, Attainable, Relevant, and Time Bound) goals, and the demonstration of life skills. Curriculum decisions are based on data from various assessments specifically the i-Ready examinations, Interim Smarter Balanced Assessment Consortium (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/staff also attend various professional development such as SIPPS, Read Naturally, (Professional Learning Communities) PLCs, and the Step-up-to writing training.

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.

2023-24 School Description and Mission Statement

- Create a positive environment in every classroom, as well as throughout the school.
- Use data to determine the effectiveness of our teaching.
- 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 2022-23 Freeman had 442 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 and has a District enrollment of 9,288.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	62
Grade 2	61
Grade 3	49
Grade 4	66
Grade 5	61
Grade 6	82
Total Enrollment	442

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.9%
Asian	2.9%
Black or African American	2.3%
Filipino	0.5%
Hispanic or Latino	74.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.8%
White	11.3%
English Learners	26.9%
Foster Youth	2%
Homeless	1.1%
Migrant	2%
Socioeconomically Disadvantaged	87.1%
Students with Disabilities	28.7%

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
Total Teaching Positions	24.30	100.00	485.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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
Total Teaching Positions	23.70	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 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	Percent Students Lacking Own

		Adoption ?	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	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	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 December 4, 2023.

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

12/04/2023 - 12/04/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Blacktop Boys Restroom: Ceiling tile missing #1299 12: Marked for flooring replacement #1302
Interior: Interior Surfaces	X			Blacktop Girls Restroom: Cobwebs throughout #1300
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			11: Ballast out #1301 12: Remove lens covers #1302

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Blacktop Boys Restroom: Urinal handle leaks #1299 7: Sink is inoperable
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	39	37	38	47	46
Mathematics (grades 3-8 and 11)	26	31	24	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	252	97.67	2.33	38.89
Female	117	115	98.29	1.71	44.35
Male	141	137	97.16	2.84	34.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	190	97.44	2.56	37.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00
White	29	29	100.00	0.00	51.72
English Learners	49	45	91.84	8.16	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	220	215	97.73	2.27	38.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	68	93.15	6.85	22.06

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	252	97.67	2.33	31.35
Female	117	115	98.29	1.71	30.43
Male	141	137	97.16	2.84	32.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	190	97.44	2.56	29.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	46.67
White	29	29	100.00	0.00	41.38
English Learners	49	46	93.88	6.12	6.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	19.05
Socioeconomically Disadvantaged	220	216	98.18	1.82	30.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	67	91.78	8.22	13.43

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.19	18.37	19.88	19.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	60	98.36	1.64	30.00
Female	27	26	96.30	3.70	30.77
Male	34	34	100.00	0.00	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	40	97.56	2.44	27.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	26.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	36.00

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.60%	92.70%	97.60%	100%	97.60%

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.

2023-24 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) 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	459	150	32.7
Female	222	216	68	31.5
Male	246	243	82	33.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	13	13	4	30.8
Black or African American	11	11	5	45.5
Filipino	2	2	0	0.0
Hispanic or Latino	352	345	111	32.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	18	18	8	44.4
White	52	50	14	28.0
English Learners	128	128	42	32.8
Foster Youth	9	9	3	33.3
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	409	401	133	33.2
Students Receiving Migrant Education Services	10	10	1	10.0
Students with Disabilities	143	143	54	37.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	3.90	4.27	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.27	0
Female	0.9	0
Male	7.32	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.18	0
Filipino	0	0
Hispanic or Latino	3.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	9.62	0
English Learners	2.34	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.89	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.59	0

2023-24 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 December 14, 2023, 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. Seventy-three percent of students strongly agreed that they have a trusted adult at Freeman Elementary School with whom they can share their problems with. Students also expressed how much they enjoyed coming to school as they like seeing their friends, teachers, art and physical education. In addition, 73% of students almost always felt safe in the cafeteria. In contrast only 46% of students indicated that they almost always felt safe in the bathrooms. The student bathrooms is an area that was further discussed during focus groups with students to try and pinpoint why this may be an area of growth for us at Freeman. Some of those items discussed include: 1.) Changing light bulbs as soon as they are not working 2.) Remove all spider webs. 3.) Fixing the locks in bathroom stalls as soon as they are broken. It should be important to note that there is now a gender-neutral bathroom at Freeman. During the counselor's presentation to all students she informed them that everyone also has access to a gender neutral bathroom as some students may feel more safe with this option.

The student survey also indicated that there were too many potholes out on the field, and a work order was submitted to fill these potholes as they pose a physical hazard to the students. Another concern was the broken slide that needs to be fixed. It is closed until it is fixed but students indicated this can be a potential hazard. In terms of emotional safety, another concern

2023-24 School Safety Plan

was to keep certain items confidential as students want to trust adults. Sometimes when students have problems they feel that we will tell other people like their parents or even possibly contact Child Protective Services. Students also identified dogs that can be an issue that are in our neighbor's yard. The fencing allows for students to pet the dog. Students were notified that a covering was placed on the fence the day before and we are monitoring it in case more protection is needed. Students also expressed that there were too many grapes on the floor in the cafeteria and these may pose a potential hazard. In terms of emotional safety students strongly believe that the intervention time called "WIN Time," helps them learn at high levels. When students feel that they are learning it helps them build their self-efficacy and sense of pride in their schooling.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 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	442

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,648	\$3,141	\$5,507	\$75,995
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	-15.8	3.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-29.5	-8.9

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

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
- Differentiation

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0