

Freeman Elementary School

126 N. West St. • Woodland, CA 95695-2614 • (530) 662-1758 • Grades K-6

Eduardo Gonzalez, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Woodland Joint Unified School District

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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 school 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, 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 workshops such as the Guided Language Academic Development (GLAD) Access and Engagement in a remote and hybrid environment. Due to the remote learning format, increasing emotional, cognitive, and behavioral engagement have been a focus. Both classified and certificated staff have attended professional development offerings centered around access and engagement.

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 in-person instruction an inspirational message on the school's loudspeaker sets a positive tone to commence the day's activities. During remote learning, inspirational messages are filmed at various locations throughout the greater Sacramento region. Some locations include universities and historical points of interest. 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.
- 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 the 2019-2020 school year, Freeman has 483 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 served approximately 9,636 students in the 2019-20 school year.

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 are carefully selected and spend countless hours honing their professional skills. They attend a wide variety of professional development offerings provided at the school as well as through the district. Freeman is nurturing, fun, and safe with high academic standards.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	62
Grade 2	68
Grade 3	80
Grade 4	85
Grade 5	70
Grade 6	66
Total Enrollment	483

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	3.7
Filipino	0.2
Hispanic or Latino	77.8
White	13
Two or More Races	1.7
Socioeconomically Disadvantaged	66.5
English Learners	32.5
Students with Disabilities	19.7
Foster Youth	2.9
Homeless	3.3

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

Teacher Credentials for Freeman Elementary	18-19	19-20	20-21
With Full Credential	20	17	18
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	◆	◆	404
Without Full Credential	◆	◆	15
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at Freeman Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
<p>History-Social Science</p>	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Health</p>	<p>Health Connected: Puberty Talks Adopted 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 29, 2020.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Freeman Room 14: 4: (D) Walls have damage from cracks, tears, holes or water damage on left side of room as you walk in. 15: (D) Door jambs have excessive scratches and wear marks. Work order 42559. Freeman Room 17: 4: (D) Carpeting damaged or stained, the seams are coming up. 15: (D) Doors are broken, damaged, or missing, door significantly drags. Work order 42560. Freeman Room 2: 4: (D) Walls have damage from cracks, tears, holes or water damage on right hand bottom corner as you walk into restroom. 7: (D) Improper usage of extension cords or extension cord trip hazard in front of the restroom. Office space needs a 12 foot surge protector. May want to tidy up data cables hanging from ceiling. 9: Aerator is missing on classroom faucet. Work order 42561. Freeman Room 21: 4: (D) Ceiling tiles missing, damaged or loose. (D) Ceiling tiles are stained. (D) Walls have damage from cracks, tears, holes or water damage, the wall to the right as you walk in has holes that need to be patched. Work order 42562.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Freeman Room 22: 4: (D) Plaster or paint is damaged on the door. (D) Ceiling tiles are stained. 9: The faucet needs an aerator. Work order 42563.</p> <p>Freeman Room 25: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage. (D) Walls have damage from cracks, tears, holes or water damage on the left as you walk in. (D) Carpeting damaged or stained. 11: (D) Paint is peeling, chipping or cracking on exterior. Work order 42568.</p> <p>Freeman Room 4: 4: (D) Plaster or paint is damaged on window sills. 9: (D) Water pressure too high or low on the drinking fountain. Work order 42569.</p> <p>Freeman Room 5: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines), near the clock, it is missing in multiple areas. Work order 42570.</p> <p>Freeman Room 7: 4: (D) Plaster or paint is damaged throughout the classroom. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) near the clock. 8: Restroom is being used as a storeroom. It is recommended to be used as designed. Work order 42571.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>Freeman Room 13: 5: (D) Areas evaluated have accumulated refuse, dirt, and grime, countertops haven't been cleaned. 15: (D) Door jambs have excessive scratches and wear marks. Work order 42559.</p>
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>Freeman Room 2: 4: (D) Walls have damage from cracks, tears, holes or water damage on right hand bottom corner as you walk into restroom. 7: (D) Improper usage of extension cords or extension cord trip hazard in front of the restroom. Office space needs a 12 foot surge protector. May want to tidy up data cables hanging from ceiling. 9: Aerator is missing on classroom faucet. Work order 42561.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Freeman Room 5: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines), near the clock, it is missing in multiple areas. Work order 42570.</p> <p>Freeman Room 7: 4: (D) Plaster or paint is damaged throughout the classroom. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) near the clock. 8: Restroom is being used as a storeroom. It is recommended to be used as designed. Work order 42571.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Poor</p>	<p>Freeman Room 2: 4: (D) Walls have damage from cracks, tears, holes or water damage on right hand bottom corner as you walk into restroom. 7: (D) Improper usage of extension cords or extension cord trip hazard in front of the restroom. Office space needs a 12 foot surge protector. May want to tidy up data cables hanging from ceiling. 9: Aerator is missing on classroom faucet. Work order 42561.</p> <p>Freeman Room 4: 4: (D) Plaster or paint is damaged on window sills. 9: (D) Water pressure too high or low on the drinking fountain. Work order 42569.</p> <p>Freeman Room 7: 4: (D) Plaster or paint is damaged throughout the classroom. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) near the clock. 8: Restroom is being used as a storeroom. It is recommended to be used as designed. Work order 42571.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Freeman Room 25: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage. (D) Walls have damage from cracks, tears, holes or water damage on the left as you walk in. (D) Carpeting damaged or stained. 11: (D) Paint is peeling, chipping or cracking on exterior. Work order 42568.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Freeman Room 13: 5: (D) Areas evaluated have accumulated refuse, dirt, and grime, countertops haven't been cleaned. 15: (D) Door jambs have excessive scratches and wear marks. Work order 42557. Freeman Room 14: 4: (D) Walls have damage from cracks, tears, holes or water damage on left side of room as you walk in. 15: (D) Door jambs have excessive scratches and wear marks. Work order 42559. Freeman Room 17: 4: (D) Carpeting damaged or stained, the seams are coming up. 15: (D) Doors are broken, damaged, or missing, door significantly drags. Work order 42560.
Overall Rating	Fair	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	43	N/A	50	N/A
Math	28	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	19	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

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 be involved in our school. In an in-person environment, these opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Booster Club, and School Site Council. During virtual instruction, Freeman has developed virtual methods to promote parental involvement such as classes for parents and family nights. WJUSD also hired a CAFE (Community and Family Engagement) specialist to assist in providing families with more services than ever before. Input from parents is sought during ELAC and School Site Council meetings, while student input is gathered from surveys as well as focus groups to assist in making decisions regarding their education.

Contact Information

Parents who wish to participate in Freeman Elementary School's committees, or wish to become a volunteer may contact the school office at (530) 662-1758 or contact Marilyn Guevara at (530)324-5193. 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.

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.

School Safety Plan

The safety of students is a priority of the school staff.

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. Freeman Elementary School’s Site Safety Plan is revised each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency procedures.

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 was last reviewed with staff in October of 2020, and with parents in December of 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	1.8	6.0	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.0

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	15	4			21	1	2		13	2	2	
1	25		3		24		2		16	2	2	
2	24		3		23	1	3		17	2	2	
3	28		2		25		3		20	1	3	
4	32		2		31		2		40	1	3	2
5	32		2		32		1	1	26	4		1
6	24	1	2		26	1	1	1	22	3	1	1
Other**									72	1	1	1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 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 the curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing an 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 the application of instructional strategies. Teachers meet between 1 to 2 times per week to focus on the Cycle of Inquiry as they gather data to determine the effectiveness of their instruction.

- Access and Engagement: GLAD training for Remote, and Hybrid learning
- Ethnic Studies with the Acosta Group, Preschool-12
- Five-Day Summer District Training
- GLAD strategies for EL learners in Remote, and Hybrid learning
- Professional Learning Communities (PLC) Institute

Freeman Elementary School uses the Professional Learning Community model to engage in job-embedded coaching. Teachers have the opportunity to observe each other when they view data and see that a class is having success. Teachers then try to replicate the instructional strategies that they viewed in action in their own classrooms. In previous years staff was trained on Professional Learning Community (PLC) Strategies as popularized by Rick DuFour. The PLC model is designed to look at first-based teaching while using data to measure its effectiveness. The PLC model also focuses on accelerating students who may need to be challenged while reteaching skills for students who may need more supports. During 2020-2021 Freeman staff have focused on using the same PLC strategies virtually.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

State Priority: Pupil Engagement

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,003	\$1,937	\$5,066	\$69,277
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-30.2	0.7
School Site/ State	-41.9	-13.4

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