

Freeman Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Woodland Joint Unified School District

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District Governing Board

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Morgan Childers, Vice President
Karen Rosenkilde-Bayne, Clerk
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Educational Services

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Senior Director
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Principal's Message

At Freeman Elementary School there is the belief and commitment that all students can and will learn. The culture encourages a positive school climate where all students can 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 with one another and with parents, and proud to serve our community. To promote a positive learning environment, students are recognized for citizenship, improvement, academic achievement, attendance, and demonstration of life skills. Each month a life skill is highlighted and taught to promote citizenship. Parent partnerships are valued and seen as a very important part of every child's educational success. By working together as a staff, with parents, and as a community, Freeman students have the opportunity to succeed and reach excellence. In addition to this, there is a strong focus on high-impact strategies, and making learning visible throughout the school. There is time allotted during the day to accelerate students who need to be challenged as well as time for students who need more time to learn the skills.

Mission Statement

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

To achieve our mission, as a school we will:

- Treat all members of our school community with respect;
- Make all decisions based on what is in the best interest of students;
- Demonstrate a personal commitment to our collective goals;
- Collaborate as a staff and with parents to achieve our goals;
- Utilize a variety of strategies with consistent implementation and expectations; and
- Monitor each student's progress to ensure all students meet grade-level proficiency.

Community and District Profile

Freeman Elementary School operates on a single track or year-round schedule. For the 2017-18 school year, Freeman had 463 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, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six 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 10,550 students in the 2017-2018 school year.

Freeman Elementary School has provided families in the City of Woodland with a coveted choice regarding where to send their children for a top-notch public education experience. Freeman Elementary is the definition of a community school.

A team spirit is evident throughout the school as teachers collaborated within, as well as across, grade levels to provide an educational program that challenges all students. The needs of children are met in a differentiated, articulated approach, beginning in the highly sought after preschool program and popular Kindergarten through Grade 6.

Curriculum decisions are based on data from various assessments, and school and District standards are aligned with California's state standards in reading, language, and math, providing opportunities for students to master basic skills, problem solve, make decisions, and practice higher level thinking skills. 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 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 WJUSD and Yolo County Office of Education. Many teachers also pursue advanced level university degrees.

The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. After-school programs allow children to remain at school to play or attend enrichment classes. Students enjoy a nurturing atmosphere at Freeman. Beyond their regular classrooms, they can discover their hidden talents and dreams through a wide array of school activities, such as, Block Music for grades 4-5, the annual Talent Show, the Fall and Spring Festivals, 6th grade science camp, and the Math and Literature Nights, to name a few.

Freeman is a nurturing, fun, safe with high academic standards school.

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, 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 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.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	0.0
Hispanic or Latino	81.4
Native Hawaiian or Pacific Islander	0.2
White	11.7
Socioeconomically Disadvantaged	75.6
English Learners	38.9
Students with Disabilities	16.2
Foster Youth	2.2

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	78
Grade 2	75
Grade 3	58
Grade 4	65
Grade 5	65
Grade 6	68
Total Enrollment	463

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			
Freeman Elementary School	16-17	17-18	18-19
With Full Credential	22	22	20
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	1
Woodland Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Freeman Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* 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 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Freeman Elementary School, originally constructed in 1954 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 September 14, 2018.

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 highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Freeman Blacktop Boys Restroom: 4: (D) Ceiling tiles missing, damaged or loose. Freeman Room 14: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Maintenance and Operations Work Order #32081
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Freeman Room 19: 7: (D) Improper usage of extension cords or extension cord trip hazard. 11: (D) Materials labeled "keep out of reach of children" are within reach of children out on a cabinet. Maintenance and Operations Work Order #32084
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Freeman Main Wing Girls Restroom: 9: (D) Sink/fountain missing knob or button. Freeman Room 6: 9: (D) Water pressure too high or low on drinking fountain. Maintenance and Operations Work Order #32083
Safety: Fire Safety, Hazardous Materials	Fair	Freeman Room 14: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Freeman Room 17: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Freeman Room 19: 7: (D) Improper usage of extension cords or extension cord trip hazard. 11: (D) Materials labeled "keep out of reach of children" are within reach of children out on a cabinet. Maintenance and Operations Work Order #32083
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Freeman Playground: 14: (D) Significant cracks, trip hazards, holes or deterioration on slide district is working on a replacement.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	30.0	34.0	38.0	40.0	48.0	50.0
Math	26.0	30.0	27.0	29.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.7	22.2	25.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	250	98.43	34.40
Male	115	113	98.26	30.09
Female	139	137	98.56	37.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	209	206	98.56	35.44
White	28	28	100.00	32.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	205	203	99.02	33.00
English Learners	154	150	97.40	30.00
Students with Disabilities	31	31	100.00	9.68
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	254	100	29.53
Male	115	115	100	28.7
Female	139	139	100	30.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	209	209	100	30.62
White	28	28	100	17.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	205	205	100	28.78
English Learners	154	154	100	27.27
Students with Disabilities	31	31	100	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 (School Year 2018-19)

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.

Contact Information

Parents who wish to participate in Freeman Elementary School's leadership teams, school committees, or become a volunteer may contact the school office 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. ----- www.freeman.wjUSD.org -----

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

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers, administrators, and noon duty and crossing guard duty 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, bimonthly 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 November 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.4	3.7	2.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	20	15		1	4	3	3				
1	19	24	25	3				3	3			
2	19	19	24	3	3				3			
3	32	32	28				2	2	2			
4	32	32	32				2	2	2			
5	31	32	32				2	2	2			
6	26	26	24	1	1	1	2	2	2			
Other	10			1								

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

Professional Development provided for Teachers

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 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:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Literacy for All Content Areas with Maria Losee, Grades 5-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers

Also at Freeman the staff was training 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,910	\$47,547
Mid-Range Teacher Salary	\$62,933	\$74,775
Highest Teacher Salary	\$87,121	\$93,651
Average Principal Salary (ES)	\$106,757	\$116,377
Average Principal Salary (MS)	\$114,823	\$122,978
Average Principal Salary (HS)	\$121,527	\$135,565
Superintendent Salary	\$211,312	\$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
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 \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2017-2018 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,244	\$1,572	\$3,672	\$63,273
District	♦	♦	\$4,126	\$66,356
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-11.0	3.8
Percent Difference: School Site/ State			-31.3	-8.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.