

Freedom Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Freedom Elementary School
Street	575 East Citrus Drive
City, State, Zip	Farmersville, CA 93223-1274
Phone Number	(559) 592-2662
Principal	Emily Rodriguez, Ed.D.
Email Address	erodriguez@farmersville.k12.ca.us
Website	http://www.farmersville.k12.ca.us
County-District-School (CDS) Code	54753250106021

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Farmersville Unified School District
Phone Number	(559) 592-2010
Superintendent	Paul Sevillano, Ed.D.
Email Address	psevillano@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Mission Statement

Freedom Elementary School supports the Farmersville Unified School District mission of, "Preparing students to be productive members of society and innovative leaders of tomorrow." Freedom Elementary School mission is to "Provide a safe & orderly learning environment that meets the academic, social and developmental needs of all our students. Our goal is to prepare our students to become leaders and lifelong learners." Staff at Freedom will provide a fun, caring and stimulating learning environment where children will recognize and achieve their fullest potential. We will prepare our students to become independent learners with the skills and knowledge necessary for 21st Century learning. Freedom Elementary School is dedicated to providing students with the most valuable learning experiences through the use of Hybrid In-Person (IP) classroom instruction and Distant Learning(DL) instruction. Our Hybrid learning program will enable students the opportunity to work independently at home and at their own pace as well as collaborately with their peers and teachers in an enriching and engaging classroom setting.

Freedom strives to create a learning environment which is centered on students, directed by staff and supported by home and community. We value the partnership which exists between school, parents and community and the part it plays in realizing this vision. We will ensure academic excellence by providing quality educational programs which promote college and career readiness.

School Profile

Freedom Elementary School, is located in the town of Farmersville. Located in California’s San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

Freedom Elementary is one of six schools that serve in the Farmersville Unified School District. It is the only school in the district that houses 4th, 5th and 6th grade classes. The current student population for the 2020-2021 school year is 552 and consist of 96.56% Hispanic or Latino, 2.72.% White. The remaining students include: 1.18% Africa American and 0.54% Asian. English Learners make up 35.4% of the student population. Freedom School is proud of their continuing efforts to provide a quality educational program, which meets the needs of our diverse community.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 4	172
Grade 5	194
Grade 6	194
Total Enrollment	560

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.5
Asian	0.7
Hispanic or Latino	94.8
White	3.4
Two or More Races	0.2
Socioeconomically Disadvantaged	94.6
English Learners	35.4
Students with Disabilities	6.6
Foster Youth	0.4
Homeless	1.1

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	23	22	116
Without Full Credential	2	4	3	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 25, 2020

The school district held a public hearing in August 25, 2020 and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill 2017	Yes	0
Mathematics	Houghton-Mifflin (GoMath!) 2015	Yes	0
Science	Macmillan/McGraw Hill 2007 (Grades: 4-5) Houghton Mifflin 2020 (Grade: 6)	Yes	0
History-Social Science	SAAVAS (Pearson) 2019 (Grades: 4-5) National Geographic 2019 (Grade: 6)	Yes	0

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

School Facility Conditions and Planned Improvements

Freedom Elementary School facilities were built in 2003-04. The campus consists of 32 permanent classrooms, a multi-purpose room, a library, a computer lab, a staff room, and a playground.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status

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 of the most recent FIT report: 8/24/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	22	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	15	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	12	N/A	11	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.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

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 2020-2021)

Freedom Elementary greatly benefits from its support of its parents. Various opportunities are provided for parents to participate in their child's schooling. Parents are encouraged to take an active role in school and are kept informed of activities through bulletins, letters, phone calls, and parent meetings. All parents are invited to volunteer and assist with class fieldtrips and after-school events as well as actively participate in our school parent committees (i.e. ELAC, SSC). A Spanish-speaking parent liaison is utilized to promote and enhance parent involvement opportunities and to provide that communication bridge between the school and parents and our community.

Freedom Elementary has partnered with the Parent Institute For Quality Education (PIQE) Program to enhance and support parent engagement. The PIQE Program provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. The program's objectives include:

- *Creating a home learning environment
- *Supporting their child's emotional and social development
- *Navigating the K-12 school system
- *Engaging and collaborating with teachers, counselor, and principals
- *Ensuring their children complete A-G high school requirements
- *Encouraging high school and college requirements

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

(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	8.3	7.4	5.1	4.2	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	9.6	7.0	
Expulsions	0	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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern at Freedom Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually in the fall. All revisions are communicated to the both the classified and certificated staff. COVID-19 mitigation and safety procedures are embedded within the School Safety Plan.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. All drills including: fire, lockdown and disaster drills are conducted on a regular basis throughout the school year. School administration works collaboratively with Farmersville Police Department and the Farmersville Fire Department to ensure smooth and effective drills. Students are supervised before school, break, lunch, and after school by certificated staff, aides, and administration.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4	24		8		27		7		25	1	6	
5	28		7		27		7		28		7	
6	28		7		29		7		28		7	

*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.

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

Title	Ratio
Academic Counselors*	560

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.16
Social Worker	1.0
Nurse	0.16
Speech/Language/Hearing Specialist	0.16
Resource Specialist (non-teaching)	1.0
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,393.00	\$803.00	\$6,590.00	\$76,624.00
District	N/A	N/A	\$9,943.00	\$75,113
Percent Difference - School Site and District	N/A	N/A	-40.6	2.0
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-16.2	1.2

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

Types of Services Funded (Fiscal Year 2019-2020)

- Title I
- Title II
- Title III

- Title IV
- ASES
- LCFF
- Special Education

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,434	\$47,145
Mid-Range Teacher Salary	\$74,228	\$74,952
Highest Teacher Salary	\$93,256	\$96,092
Average Principal Salary (Elementary)	\$105,759	\$116,716
Average Principal Salary (Middle)	\$108,397	\$120,813
Average Principal Salary (High)	\$118,152	\$131,905
Superintendent Salary	\$143,721	\$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

As part of the growth process, opportunities for training and staff development are provided at both the district level and at the individual school site for administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Our focus this year has been literacy and math. We are working with the Tulare County Office of Education (TCOE) to provide ongoing coaching and mentoring opportunities in Literacy, ELD, Math and NGSS. We have also hired an Academic Coach last year to provide additional coaching opportunities in the classroom. Our instructional coaches have provided demo lessons in the classrooms and have attended PLC meetings to support instructional practices. In an effort to support technology in the classroom and enhance student engagement strategies in the classroom, certificated and classified staff have received training in Google and Kagan engagement strategies. All of our teachers have a Chrome Cart in their classrooms and are utilizing technology resources (i.e. AR, Imagine Learning, Prodigy, Google Classroom etc) to support student learning. .