

# Freeman Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Freeman Elementary School
<b>Street</b>	126 N. West St.
<b>City, State, Zip</b>	Woodland, CA 95695-2614
<b>Phone Number</b>	(530) 662-1758
<b>Principal</b>	Steven Brown
<b>Email Address</b>	steven.brown@wjusd.org
<b>School Website</b>	<a href="https://freeman.wjusd.org/">https://freeman.wjusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	57727100000000

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Freeman Elementary is dedicated to striving toward excellence and committed to success for all students, regardless of the obstacles they face. At Freeman, the faculty, students, and parents work collaboratively to serve our community and provide a safe, nurturing environment for all students.

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. We provide opportunities for children to develop a positive self-concept and a positive attitude toward school and learning. Student success is recognized and celebrated regularly through site-wide positive behavior goals and rewards, individual character and academic awards, and Student of the Month presentations. These are among the many ways that achievements, hard work, effort, and good citizenship are recognized.

Our teachers challenge students to think critically and integrate all areas of their learning to solve real-world problems while attending various professional development, such as SIPPS, Read Naturally Live, Professional Learning Communities (PLCs), and Step-up-to-Writing training. This effort brings academic pursuits to life by providing engaging, creative, and challenging lessons that emphasize high standards for all. Our students benefit from a curriculum enhanced by designated instruction in physical education, science, and the library. Enrichment opportunities throughout the year include our lunchtime Cross Country Club and after-school enrichment & remediation opportunities.

Parent and community partnerships are valued and vital to every child's educational success. This is evidenced by the "Parent of the Year" awards. We are grateful for the excellent parental and community support we experience daily in our diverse environment. Freeman Elementary is indeed a great place to work and learn.

Our Mission is to support all students and staff in achieving their full potential and becoming productive members of their community. 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.

## 2025-26 School Description and Mission Statement

- 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 2024- 25, Freeman had 415 students enrolled in kindergarten through sixth grade. Woodland, located in Yolo County, has a rich heritage of community spirit and neighborly charm, with a population of more than 56,000. 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 with a District enrollment of approximately 9,500 students.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	55
Grade 2	55
Grade 3	62
Grade 4	69
Grade 5	59
Grade 6	66
<b>Total Enrollment</b>	<b>415</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.2
Asian	4.1
Black or African American	2.4
Filipino	0.7
Hispanic or Latino	76.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.4
White	10.1
English Learners	26.3
Foster Youth	0.7
Homeless	1.7
Migrant	2.9
Socioeconomically Disadvantaged	88.2
Students with Disabilities	27.5

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.6	87.01	431.6	88.36	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.1	0.42	15.6	3.21	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	14.8	3.05	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.21	8.2	1.68	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	8.41	18	3.7	15831.9	5.67
<b>Total Teaching Positions</b>	23.7	100	488.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.3	84.68	415.2	86.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	13.5	2.84	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.38	23.2	4.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	11.8	2.49	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2.5	10.94	13.6	2.86	14303.8	5.15
<b>Total Teaching Positions</b>	22.8	100	477.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.6	84.85	417.7	86	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	4.33	15.8	3.26	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	28	5.77	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.33	14.3	2.96	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.5	6.49	9.7	2.01	13705.8	4.91
<b>Total Teaching Positions</b>	23.1	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-2026 school year.

**Year and month in which the data were collected** August 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
<b>Science</b>	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
<b>History-Social Science</b>	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	0.0%
<b>Health</b>	Health Connected: Puberty Talks Adopted 2020	0.0%

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

## School Facility Conditions and Planned Improvements

Freeman Elementary School, originally founded in 1955 and remodeled in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, one library, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of November 10, 2025

### Cleaning Process

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

### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order. Also, during the Summer of 2019, the district's preventative maintenance team focused on making repairs to the physical structure of the school.

Year and month of the most recent FIT report

11/7/25-11/10/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Boys kinder restroom: The sanitary system is not controlling odors as designed #11614 Girls kinder restroom: The sanitary system is not controlling odors as designed #11614 Room 12: Vents or grills are dirty #11609 Room 14: Vents or grills are dirty #11605 MPR/Conference/Staff Room: Vents are damaged or missing #11610
<b>Interior:</b> Interior Surfaces			X	MPR: Ceiling tiles have holes or stains #11635 Room 14: Carpet is wrinkled #11609 Room 19: Ceiling tiles have holes or stains #11597 Room 2: Floor is stained under fridge #11632 Room 22: Ceiling tiles have holes or stains #11593 Room 23: Ceiling tiles have holes or stains, cracked floor tiles #11590, #11591 Room 25: Walls appear to have hazards from tears and holes #11605 Room 3: Ceiling tiles have holes or stains #11631 Room 4: Ceiling tiles have holes or stains #11629 Room 5: Ceiling tiles have holes or stains-tiles falling, broken floor tiles, walls appear to have hazards from tears and holes #11626, 11627, 11628 Room 6: Ceiling tiles have holes or stains #11625 Room 7: Ceiling tiles have holes or stains #11622 Admin nurses office: Ceiling tiles have holes or stains, Walls appear to have hazards from tears and holes #11640 Room 8: Ceiling tiles have holes or stains, are missing #11617 Room 9: Ceiling tiles have holes or stains #11610 MPR conference room: Shelf over 4 feet not affixed to a wall #11610
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Freeman main wing girls restroom: There is evidence of unabated graffiti-in ADA stall #11596 Kinder boys restroom: Light fixtures are not working properly. #11616

## School Facility Conditions and Planned Improvements

			<p>MPR: Light fixtures not working properly in the counselor's office #11637</p> <p>Room 12: Floors and carpets have not been swept or cleaned within the last week- carpet stained #11606</p> <p>Admin: Corner's of the room have a recognizable amount of dirt or grime build up adult restroom tile floor #11641</p> <p>Cafe specialist: there is evidence of unabated graffiti- ceiling marked up #11620</p> <p>Room1: there is evidence of unabated graffiti- walls in sensory room are drawn on #11630</p> <p>Room 8: Light fixtures are not working properly, missing cover #11619</p>
<b>Electrical</b>	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>Kinder girls restroom: Water pressure is inadequate #11613</p> <p>MPR: Water pressure is inadequate #11639</p> <p>Room 14: Water pressure is inadequate #1161</p> <p>Room 2: Water pressure is inadequate outside the building and inside the classroom #11634</p> <p>Room 7: Restroom not fully operational, bathroom used as storage, drinking fountain is inaccessible, does not work #11623 #11624</p> <p>Room 21: Drinking fountain is broken, handle comes off #11600</p> <p>Room 25: Plug in air fresheners found in classroom #11605</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 19: Door does not close without assistance #11598

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	28	39	39	47	48
<b>Mathematics</b> (grades 3-8 and 11)	29	24	25	26	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	267	248	92.88	7.12	28.23
Female	129	121	93.80	6.20	32.23
Male	138	127	92.03	7.97	24.41
American Indian or Alaska Native	0	0	0	0	0
Asian	11	9	81.82	18.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	192	92.31	7.69	27.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	45.45
White	28	28	100.00	0.00	32.14
English Learners	60	48	80.00	20.00	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	35.71
Socioeconomically Disadvantaged	241	222	92.12	7.88	26.13
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	61	55	90.16	9.84	7.27

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	267	253	94.76	5.24	24.11
<b>Female</b>	129	123	95.35	4.65	22.76
<b>Male</b>	138	130	94.20	5.80	25.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	10	90.91	9.09	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	208	197	94.71	5.29	23.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	28	28	100.00	0.00	25.00
<b>English Learners</b>	60	56	93.33	6.67	3.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	28	28	100.00	0.00	17.86
<b>Socioeconomically Disadvantaged</b>	241	229	95.02	4.98	20.96
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	36.36
<b>Students with Disabilities</b>	61	53	86.89	13.11	3.77

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	8.2	15.09	19.03	22.64	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	56	91.80	8.20	14.29
Female	32	30	93.75	6.25	10.00
Male	29	26	89.66	10.34	19.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	44	93.62	6.38	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	51	91.07	8.93	9.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100%	100%	93%	98.2%	98.2%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Freeman Elementary School is committed to fostering a welcoming and family-oriented educational environment. We believe our children are our most cherished responsibility. We collaborate to offer academic and social opportunities that equip our students with the essential skills for their future success. Our community highly values and actively promotes parent and community involvement in decision-making regarding our school programs.

Freeman Elementary School welcomes all parents interested in volunteering in classrooms, with school-based projects and field trips, as Science Camp chaperones, helping with fundraisers, and assisting with student activity days. Through the leadership of our School Site Council, we plan and implement budget and growth opportunities in accordance with our LCAP and School Site Plan. Our Booster members help organize school events, and parents are encouraged to volunteer by contacting our front office. Freeman English Learner Advisory Committee (ELAC) parents have also been very active in supporting our students through classroom-based activities and parent instructional development. Of course, parents are highly encouraged to attend our parent meetings, Back-to-School Night, Open House, award assemblies, and classroom celebrations. The Freeman CAFE specialist will assist in meeting the needs of our diverse community. Our school uses the Parent Square communication application to inform parents of upcoming opportunities in which they can become involved and to survey parents to gather input on safety and opportunities for success.

Parents who wish to participate at Freeman Elementary School as a committee member or volunteer may contact the school office and speak with our Community and Family Engagement specialist, Lizvet Aguilera, at (530) 662-1758. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a range of resources for parents, students, and community members. In addition, Freeman's website also provides a calendar of the school's events for parents, and we encourage our community to participate in district-level forums.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	442	138	31.2
Female	226	220	56	25.5
Male	235	222	82	36.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	19	2	10.5
Black or African American	13	13	4	30.8
Filipino	--	--	--	--
Hispanic or Latino	344	336	110	32.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	5	33.3
White	49	45	12	26.7
English Learners	130	123	30	24.4
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	414	397	131	33.0
Students Receiving Migrant Education Services	15	15	1	6.7
Students with Disabilities	128	125	56	44.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.27	3.99	7.59	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.59	0.00
Female	3.98	0.00
Male	11.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.33	0.00
Black or African American	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.00	0.00
White	8.16	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Student safety is a priority for the school staff. Part of the school's safety plan is to focus on proactive supervision, where teachers, administrators, noon duty, and crossing guard supervisors supervise students throughout the day. There is a designated area for student drop-off and pick-up at the school. The campus visitor policy requires all visitors to sign in and out at the office and to wear visitor badges.

Teachers, staff, and students constantly review the Safety Plan, and monthly emergency drills are practiced in a non-threatening manner. The safety plan is reviewed with staff and parents during ELAC and SSC meetings. It focuses on the school's physical and social environment as well as the teaching of tolerance, Positive Behavior Interventions and Supports, and Restorative Justice as a means of preventing violence and promoting good behavior.

## 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.

## 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
K	26	0	2	0
1	19	1	2	0
2	27	0	2	0
3	15	1	2	0
4	17	2	2	0
5	18	2	1	0
6	16	3	2	0
Other	12	3	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	2	0	0
1	29	0	2	0
2	20	1	2	0
3	15	2	2	0
4	17	1	2	0
5	30	0	2	0
6	25	0	2	0
Other	9	6	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3		
1	22		2	
2	25		2	
3	29		2	
4	21	1	2	
5	19	1	2	
6	31		2	
Other	9	5		

## 2024-25 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	421

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	0.3
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,690	\$4,499	\$6,191	\$107,238
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	-7.1	1.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-57.2	6.9

## Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,155	\$62,145
<b>Mid-Range Teacher Salary</b>	\$75,690	\$97,088
<b>Highest Teacher Salary</b>	\$108,398	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$123,297	\$151,343
<b>Average Principal Salary (Middle)</b>	\$129,274	\$159,514
<b>Average Principal Salary (High)</b>	\$142,605	\$177,261
<b>Superintendent Salary</b>	\$286,624	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	28.91%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	4.96%	5.4%

## Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Five professional development days take place annually before the school year commences. 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 a rigorous, challenging, and responsive curriculum and instruction. 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 job-embedded coaching across multiple content areas to build capacity and strengthen the application of instructional strategies.

Consistent with the district's commitment to enhancing instructional development and evaluation, teachers throughout the school engages in targeted professional development alongside administrators and peers. This involves UDL, PBIS, restorative practices, and de-escalation training, and dedicated staff PLC time. Teachers also take advantage of professional development opportunities offered by subject-matter experts on research-based educational practices. Classroom observations, both formal and informal, occur continuously throughout the year to provide ongoing feedback and support.

In the 2025-26 school year, Freeman has continued to strengthen our practices through a comprehensive review and update of our MTSS (Multi-Tiered System of Supports) practices and procedures. Each week, our staff dedicates an early release day to focus on their professional learning communities. This agenda includes various areas of emphasis, such as restorative practices, strategies for student engagement, Social and Emotional Learning (SEL) training, and academic data review and behavioral intervention techniques.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	37