Freedom Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School 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	Dr. Cindy Monroy
Email Address	cmonroy@farmersville.k12.ca.us
School Website	https://www.farmersville.k12.ca.us/freedom
Grade Span	4-6
County-District-School (CDS) Code	54-75325-0106021

2024-25 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Mr. Manuel Mendez
Email Address	mmendez@farmersville.k12.ca.us
District Website	www.farmersville.k12.ca.us

2024-25 School Description and Mission Statement

Mission Statement: All students learn at high levels.
Vision: Developing lifelong learners through a safe, nurturing environment that meets the academic, social and developmental needs of ALL students.

Freedom Elementary School supports the Farmersville Unified School District mission of, "Preparing students to be productive members of society and innovative leaders of tomorrow." All students learn at high levels." 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

2024-25 School Description and Mission Statement

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 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 2024-2024 school year is 538 and consist of 96.95% Hispanic or Latino, 2.69.% White.
The remaining students include: and 0.36% Asian. English Learners make up 43.09% 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	175
Grade 5	197
Grade 6	194
Total Enrollment	566

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.5
Asian	0.9
Hispanic or Latino	96.5
White	2.1
English Learners	52.7
Foster Youth	0.9
Homeless	0.5
Migrant	5.3
Socioeconomically Disadvantaged	89
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	90.40	94.20	79.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.71	6.10	5.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.10	6.80	5.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.90	2.52	12115.80	4.41
Unknown/Incomplete/NA	0.60	2.71	8.30	7.04	18854.30	6.86
Total Teaching Positions	24.30	100.00	118.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	78.57	106.20	79.41	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	2.39	6.20	4.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	3.59	8.60	6.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.90	2.21	11953.10	4.28
Unknown/Incomplete/NA	4.20	15.37	9.60	7.21	15831.90	5.67
Total Teaching Positions	27.50	100.00	133.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	91.89	99.20	77.23	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.06	7.70	6.03	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.06	10.00	7.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.20	3.29	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.20	5.62	14303.80	5.15
Total Teaching Positions	24.60	100.00	128.50	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.90	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.90	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.90	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 27, 2024 determining 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 on August 2, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	August 2, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill (Wonders) 2017/Digital Access	Yes	0
Mathematics	Houghton-Mifflin (GoMath!) 2015	Yes	0
Science	Twig Education (Twig Science) 2021 (Grades: 4-5)/Digital Access Houghton Mifflin (HMH Science) 2019 (Grade: 6)/Digital Access	Yes	0
History-Social Science	SAVVAS Pearson (myWorld Interactive) 2019 (Grades: 4-5)/Digital Access National Geographic 2019 (Grade: 6)/Digital Access	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 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. Any items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

Year and month of the most recent FIT report	October 20, 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	17	21	27	46	47
Mathematics (grades 3-8 and 11)	11	11	13	13	34	35

2023-24 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	565	559	98.94	1.06	16.99
Female	287	283	98.61	1.39	19.08
Male	278	276	99.28	0.72	14.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	545	539	98.90	1.10	16.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	12	100.00	0.00	33.33
English Learners	255	249	97.65	2.35	3.61
Foster Youth	--	--	--	--	--
Homeless	11	7	63.64	36.36	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	509	504	99.02	0.98	17.06
Students Receiving Migrant Education Services	31	31	100.00	0.00	16.13
Students with Disabilities	53	53	100.00	0.00	1.89

2023-24 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
All Students	565	565	100.00	0.00	10.97
Female	287	287	100.00	0.00	9.76
Male	278	278	100.00	0.00	12.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	545	545	100.00	0.00	10.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	12	100.00	0.00	25.00
English Learners	255	255	100.00	0.00	3.53
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	509	509	100.00	0.00	11.00
Students Receiving Migrant Education Services	31	31	100.00	0.00	16.13
Students with Disabilities	53	53	100.00	0.00	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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.29	7.54	13.48	12.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	199	100.00	0.00	7.54
Female	99	99	100.00	0.00	11.11
Male	100	100	100.00	0.00	4.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	189	189	100.00	0.00	7.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	92	92	100.00	0.00	1.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	179	100.00	0.00	7.82
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	17	17	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT 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	96%	100%	99%	100%	99%
Grade 7	97.4%	97.9%	98.4%	99.5%	98.4%
Grade 9	93.4%	97.5%	98%	95.5%	96.5%

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.

2024-25 Opportunities for Parental Involvement

Parents are highly encouraged to take an active role their child's education and ample opportunities are offered to engage throughout the school year. It is our goal to develop partnerships with parents to aid in the academic, behavioral and social emotional growth of every child in our school. Parents, family and community members are invited to participate in monthly assemblies, literacy celebrations, Lunch on the lawn, Family Art Night, Turkey Trot, Winter Programs, Read Across America, Back to School Night, Open House and Field Trips. It is imperative for us to keep our families informed of activities through strategic calendaring, monthly bulletins, letters, phone calls, parent square 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 a communication bridge between the school, parents, and our community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	588	97	16.5
Female	307	301	49	16.3
Male	288	287	48	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	573	568	95	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	12	2	16.7
English Learners	312	309	49	15.9
Foster Youth	--	--	--	--
Homeless	11	11	2	18.2
Socioeconomically Disadvantaged	535	528	90	17.0
Students Receiving Migrant Education Services	35	35	4	11.4
Students with Disabilities	57	57	13	22.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.58	1.69	2.69	3.96	5.46	5.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.08	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.69	0.00
Female	1.30	0.00
Male	4.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	2.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.99	0.00
Students Receiving Migrant Education Services	5.71	0.00
Students with Disabilities	5.26	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.

2024-25 School Safety Plan

Safety of students and staff is a primary focus at Freedom Elementary. All classified and certificated staff reviewed the CSSP prior to the start of the school year during a site in-service day. The staff was provided with a red folder which included the description of all site monthly drills and a schedule for when the drills would occur. Certificated staff then reviewed the drill

2024-25 School Safety Plan

procedures with the students prior to the drills occurring.

The Comprehensive School Safety Plan (CSSP) was reviewed and updated on 01/15/24 by the School Site Council composed of parents, staff, and student representatives. The updated plan will go to the board for board approval in February 2025.
The school conducts its required monthly safety drills to remain in compliance with all laws, rules, and regulations pertaining to hazardous materials, Fire Drills, lockdowns, and state earthquake standards.
The School Site Safety Plan is updated annually in the fall of each school year. All revisions are communicated to both the classified and certificated staff.

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, classified staff, and administration.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	16	30	42	
5	15	36	42	
6	13	36	42	

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
4	25	1	7	
5	23	1	7	
6	24	1	7	

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
4	25	1	6	
5	49	1		7
6	28		7	

2023-24 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	0

2023-24 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9213	1434	7778	96865
District	N/A	N/A	15756	94324
Percent Difference - School Site and District	N/A	N/A	-67.8	2.7
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-32.3	10.0

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2024-25 school year, the district received federal and state aid for the following categorical, special education, and support programs:
Federal Programs
- Title I, Part A, Compensatory Education
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title IV Part A SSAE
- ESSER I, II, & III
- IDEA, Special Education

State Programs
Supplemental and Concentration Funds
Child Development Programs
Community Schools Grant

Additionally, the school funds the following programs:

- Title I: Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are
either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools. The students at Freedom Elementary School benefit from research-proven interventions that are designed to address the individual
needs of all our students. Here are the services provided at the school; provide positive student activities to improve student attendance. The services provided for our EL students include designated EL time each day, Professional Learning Teams collaborate weekly reviewing EL standards and professional development targeting EL
standards, objectives, goals and assessments provided through the Tulare County Office of Education and the district English Language Coordinator. For student attendance, classroom incentives, Positive Behavior
Intervention and Support (PBIS) continuous training, recognizing student attendance through tokens, incentives, parent square communication and special student recognition activities.

- Title II: The students at Freedom Elementary benefit from many other research-proven interventions that are designed to address the individual needs of all our students. Here are some examples: Professional
Development with principal and academic coach, and provide all teachers access to coaching cycle activities. Examples of professional development include Association of California School Administrator Principal
Academy, California Principal Solution training, Dual Language training, and Central Valley Network Improvement Community (CVNIC) math training

Fiscal Year 2023-24 Types of Services Funded

- Title III: Title III English Learner (EL) funds should be used to improve the education of English learners by assisting children to learn English and meet the challenging State academic standards. Community/Family/Parent
Programs for Title III parents/families beyond core offering
 Community participation programs
 Family literacy services/parent outreach
 Training activities

- LCFF: The students at Freedom Elementary School benefit from many other research-proven interventions that are designed to address the individual needs of all our students. Here are some examples: technology
infrastructure, academic continuous standard and ELD standards, purchase of supplemental instructional materials, MTSS staff support, school counselor to implement behavior intervention, purchase 2-1
 computers and family internet access, employ noon aides assist with increasing positive behavior, parent engagement, parent computer literacy courses, increase parent engagement activities and provide ESL
 courses.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,197	$54,930
Mid-Range Teacher Salary	$86,874	$85,386
Highest Teacher Salary	$109,144	$111,172
Average Principal Salary (Elementary)	$132,256	$136,564
Average Principal Salary (Middle)	$137,228	$141,339
Average Principal Salary (High)	$147,172	$153,241
Superintendent Salary	$222,360	$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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 establishing Professional Learning Communities.
We are working with the Solution Tree, Medina and Associates, Kate Kinsella and Associates and TCOE Consultants to provide ongoing coaching and mentoring opportunities in Literacy, ELD, Math and PLCs.

Virtual Professional Development has also been offered for new and ongoing platforms such as Suite360 and Beyond SST.

Our Academic Coach, Assistant Principal, and Principal provide additional coaching opportunities in the classroom, as well as weekly professional development. Our instructional coach, consultants and principal have provided demo lessons in the classrooms and have attended PLC meetings to support instructional practices. In an effort to remain consistent with the effective PD, Late start Monday's are focused on PLC work in addition to on-going PLC PD during weekly staff meetings.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3