Freedom Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Freedom Elementary School
Street	25 Holly Drive
City, State, Zip	Freedom, CA 95019
Phone Number	(831) 728-6260
Principal	Gloria E. Puga
E-mail Address	gloria_puga@pvusd.net
CDS Code	44-69799-6049696

District Contact Information	
District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
E-mail Address	dorma_baker@pvusd.net
Web Site	www.pvusd.net

School Description and Mission Statement (School Year 2017-18)

The professional, caring staff at Freedom Elementary School is dedicated to our students' success. We continue to work with staff, students, families, our district, and our community to increase student learning and to beautify our campus. We are proud of our strong bilingual/biliteracy program, which emphasizes early literacy skills and oral language development in English and Spanish. Our curriculum is based on the Common Core State Standards. We have a beautiful garden where students learn about science and nutrition. Approximately 260 students attend daily afterschool tutoring and enrichment programs.

The staff, parents, and community of Freedom School are committed to continually working to improve the academic achievement, self-esteem, and ability of students, so they can become contributing members of our society. Our staff includes twenty-six classroom teachers, three half-time K-3 intervention teachers, two Visual and Performing Art teachers and twenty-nine support personnel.

Parents and community members are an integral part of our academic program. We welcome your participation and encourage you to join our School Site Council (SSC), English Learners' Advisory Council (ELAC), Migrant Parents Association, and Home and School Club

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	119
Grade 1	99
Grade 2	99
Grade 3	114
Grade 4	116
Grade 5	105
Total Enrollment	652

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.3
Filipino	1.2
Hispanic or Latino	95.2
Native Hawaiian or Pacific Islander	0.2
White	2.6
Two or More Races	0.2
Socioeconomically Disadvantaged	51.2
English Learners	64
Students with Disabilities	11.3
Foster Youth	0.6

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	30	35	1189
Without Full Credential	1	0	1	51
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2014-2015

Computers
Freedom School has two fully equipped computer labs for student use. Students also use computers and educational software in their classrooms and in our afterschool program to improve their writing. All classrooms have at least three networked computers and a printer, and all staff members have access to email and the Internet.

Textbooks

Our textbooks have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2014-2015 school year and whether those textbooks covered the Common Core State Standards.

Curriculum

Common Core State Standards were adopted in August 2010, panels of scholars decided what California students should learn and be able to do. Their decisions are known as Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on Common Core State Standards, and we expect our teachers to be firmly focused on them. You can find the Common Core State Standards for on the Web site of the California Department of Education (CDE).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A Legacy of Literature, Houghton Mifflin Lectura California, Spanish Lang. Arts, Houghton Mifflin My Perspectives, Pearson	Yes	0%
Mathematics	Bridges (Eng. & Span.), The Math Learning Center Big Ideas, Houghton Mifflin Harcourt	Yes	0%
Science	Science, Engish & Spanish K-5, Harcourt Achieve Science, Engish & Spanish K-6, Harcourt Achieve Earth Science, Holt Physical Science, Holt Life Science, Holt	Yes	0%
History-Social Science	Reflections: People We Know. Harcourt Achieve Reflections: Making A Nation, Harcourt Achieve Reflections: Ancient Civilizations, Harcourt Achieve World History Modern Times, McDougal Littell Ancient Civilizations, Prentice Hall Medieval Times & Early Modern Times, Prentice Hall America History of Our Nation, Prentice Hall	Yes	0%
Science Laboratory Equipment (grades 9-12)	NA	Yes	NA

School Facility Conditions and Planned Improvements (Most Recent Year)

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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			

School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: 2017-06

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017-06				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	30	22	32	31	48	48
Mathematics (grades 3-8 and 11)	21	20	21	21	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	333	97.65	21.62
Male	165	161	97.58	18.01
Female	176	172	97.73	25
Hispanic or Latino	328	322	98.17	21.12
Socioeconomically Disadvantaged	268	263	98.13	18.25
English Learners	268	263	98.13	21.29
Students with Disabilities	50	50	100	8
Students Receiving Migrant Education Services	19	19	100	26.32

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	337	98.83	19.88
Male	165	163	98.79	18.4
Female	176	174	98.86	21.26
Hispanic or Latino	328	325	99.09	19.69
Socioeconomically Disadvantaged	268	265	98.88	18.87
English Learners	268	266	99.25	18.8
Students with Disabilities	50	50	100	10
Students Receiving Migrant Education Services	19	19	100	15.79

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	32	45	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21	20	13.3

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Although Freedom School is fortunate to have widespread support from parents, we always welcome new volunteers. Opportunities for direct parent involvement include the SSC, the ELAC, the Home and School Club, and the School Safety and Beautification Committee. We welcome parent volunteers in classrooms and at special events, including field trips, Dia del Niño/Day of the Child and Fall Carnal. We encourage all parents to call Diana Hernandez (831) 728-6260, diana_hernandez@pvusd.net or Lorena Rosillo (831) 728-6260, email lorena_rosillo @pvusd.net for more information about becoming involved.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.14	3.88	1.47	1.21	0.56	1.19	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, the SSC, and the district assistant superintendent review the plan annually.

We nurture and direct students' values through student assemblies and recognition programs. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Staff supervise our campus before and after school. We conduct fire, earthquake, intruder/lockdown, and shelter-in-place drills.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	91.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		22	2	3		24		5	
1	24		4		20	3	1		23		4	
2	26		4		18	6			21	2	2	
3	30		4		30		3		24		5	
4	31		3		32		3	1	28		4	
5	27	1	4		28	1		3	28	1	1	2
Other	16	1	1		11	1			12	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,714.19	2,475.39	5,238.80	66,412.18
District	N/A	N/A	6,551.69	$63,577
Percent Difference: School Site and District	N/A	N/A	-20.0	9.4
State	N/A	N/A	$6,574	$77,824
Percent Difference: School Site and State	N/A	N/A	-7.7	-10.5

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

Types of Services Funded (Fiscal Year 2016-17)

The federal and state government provide funds that benefit certain categories of students, including those who qualify for free and reduced lunch (low-income students), English Learners, and students who are struggling with reading. At Freedom School these funds pay for instructional assistants who work with individual and small groups of students in the classroom. This funding also pays for teachers to work with their students before and after school, and it pays for substitutes so teachers can analyze student data, plan together, and share their best strategies for helping students succeed.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,557	$48,522
Mid-Range Teacher Salary	$60,409	$75,065
Highest Teacher Salary	$84,597	$94,688
Average Principal Salary (Elementary)	$101,073	$119,876
Average Principal Salary (Middle)	$105,271	$126,749
Average Principal Salary (High)	$115,288	$135,830
Superintendent Salary	$200,304	$232,390
Percent of Budget for Teacher Salaries	29%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Our school and the district offer numerous training opportunities throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers attend one day of staff training before school begins in the fall and two days of staff training during the school year. Students in grades 1-5 are dismissed at 12:40 p.m. on most Wednesdays to allow time for teachers to work together, both within and across grade levels. Minimum Day (Wednesday) is for collaboration that will directly and positively affect student achievement. All teachers new to the district receive additional support and training.

We provide training according to what teachers believe they need to better serve their students. This year, our emphasis is on English Language Development (ELD), since more than 76 percent of our students are learning English as a second language.