

# Freedom Elementary

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Freedom Elementary
<b>Street</b>	2101 Fine Avenue
<b>City, State, Zip</b>	Modesto, CA 95355
<b>Phone Number</b>	(209) 552-3400
<b>Principal</b>	Jean Wiersema
<b>Email Address</b>	<a href="mailto:jwiersema@sylvan.k12.ca.us">jwiersema@sylvan.k12.ca.us</a>
<b>School Website</b>	<a href="https://sites.google.com/sylvan.k12.ca.us/freedomelementary/home">https://sites.google.com/sylvan.k12.ca.us/freedomelementary/home</a>
<b>County-District-School (CDS) Code</b>	50-71290-6120430

## 2021-22 District Contact Information

<b>District Name</b>	Sylvan Union Elementary School District
<b>Phone Number</b>	(209) 574-5000
<b>Superintendent</b>	Mr. Eric Fredrickson
<b>Email Address</b>	<a href="mailto:efredrickson@sylvan.k12.ca.us">efredrickson@sylvan.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.sylvan.k12.ca.us">www.sylvan.k12.ca.us</a>

## 2021-22 School Overview

Freedom Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 2002. During the 2021-2022 school year, approximately 652 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Classroom celebrations and virtual assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	100
Grade 2	102
Grade 3	106
Grade 4	128
Grade 5	115
<b>Total Enrollment</b>	<b>646</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	12.5
Black or African American	1.5
Filipino	5
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	2.6
Two or More Races	7.6
White	31.6
English Learners	15.6
Foster Youth	0.2
Socioeconomically Disadvantaged	35.8
Students with Disabilities	12.4

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 24, 2021 the Sylvan District Board of Trustees adopted Resolution 2021-2022 #03: Sufficiency of Instructional Materials.

**Year and month in which the data were collected** October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced 2016 (K-5)	Yes	0
Mathematics	Eureka Math 2014 (K-6)	Yes	0
Science	Amplify 2020 (K-5)	Yes	0
History-Social Science	Studies Weekly 2019 (K) Pearson 2019 (1-5)	Yes	0
Foreign Language			
Health			

<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

### Cleaning Process:

During the 2020-2021 school year, COVID-19 cleaning and sanitation protocols were followed. Freedom Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, and lawn service.

### Summary of Most Recent Site Inspection:

Freedom Elementary School is in good repair. The site is being maintained to the standards of the Sylvan Union School District.

### Repairs Needed and Corrective Actions Taken or Planned:

No major repairs needed at this time.

Freedom Elementary School is in good repair and is prepared for daily learning activities.

### Year and month of the most recent FIT report

July 12, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs and routine maintenance performed throughout the year.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Year round pest control is provided.
<b>Electrical</b>	X			The electrical panels are being evaluated for hot spots.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Minor repairs to the plumbing system were made throughout the year.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			All roofing is in great shape after the system was re-coated a few summers ago.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground structure repaired as per inspector's notes.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	351	NT	NT	NT	NT
<b>Female</b>	187	NT	NT	NT	NT
<b>Male</b>	164	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	39	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	19	NT	NT	NT	NT
<b>Hispanic or Latino</b>	127	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	45	NT	NT	NT	NT
<b>White</b>	105	NT	NT	NT	NT
<b>English Learners</b>	48	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	NT	NT	NT	NT



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	351	NT	NT	NT	NT
Female	187	NT	NT	NT	NT
Male	164	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	127	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	105	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

MobyMaz Student Groups	MobyMaz Total Enrollment	MobyMaz Number Tested	MobyMaz Percent Tested	MobyMaz Percent Not Tested	MobyMaz Percent At or Above Grade Level
All Students	333	191	57	43	50
Female	179	106	59	41	54
Male	154	85	55	45	45
American Indian or Alaska Native	5	4	80	20	50
Asian	75	28	37	63	68

<b>Black or African American</b>	12	6	50	50	67
<b>Filipino</b>	29	15	52	48	67
<b>Hispanic or Latino</b>	56	23	41	59	65
<b>Native Hawaiian or Pacific Islander</b>	11	5	45	55	40
<b>Two or More Races</b>	67	40	60	40	48
<b>White</b>	115	70	61	39	36
<b>English Learners</b>	53	32	60	40	47
<b>Foster Youth</b>	4	0	0	100	0
<b>Homeless</b>	2	2	100	0	50
<b>Military</b>	1	1	100	0	100
<b>Socioeconomically Disadvantaged</b>	14	10	40	29	71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	10	25	75	20

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>MobyMaz Student Groups</b>	<b>MobyMaz Total Enrollment</b>	<b>MobyMaz Number Tested</b>	<b>MobyMaz Percent Tested</b>	<b>MobyMaz Percent Not Tested</b>	<b>MobyMaz Percent At or Above Grade Level</b>
<b>All Students</b>	333	209	63	37	29
<b>Female</b>	179	111	62	38	32
<b>Male</b>	154	98	64	36	27
<b>American Indian or Alaska Native</b>	5	4	80	20	50
<b>Asian</b>	75	29	39	61	38
<b>Black or African American</b>	12	8	67	33	50
<b>Filipino</b>	29	19	67	33	32
<b>Hispanic or Latino</b>	56	30	60	40	17
<b>Native Hawaiian or Pacific Islander</b>	11	7	64	36	29
<b>Two or More Races</b>	67	38	57	43	29
<b>White</b>	115	74	64	36	27
<b>English Learners</b>	53	42	79	21	12
<b>Foster Youth</b>	4	1	25	75	0
<b>Homeless</b>	2	2	100	0	50
<b>Military</b>	1	0	0	100	0
<b>Socioeconomically Disadvantaged</b>	14	11	0	21	79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	40	27	68	32	4
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	112	NT	NT	NT	NT
<b>Female</b>	61	NT	NT		
<b>Male</b>	51	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	46	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	12	NT	NT	NT	NT
<b>White</b>	32	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Freedom Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC) and Parent Teacher Association (PTA) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	719	695	58	8.3
Female	350	341	27	7.9
Male	368	353	31	8.8
American Indian or Alaska Native	3	3	0	0.0
Asian	86	84	3	3.6
Black or African American	13	11	1	9.1
Filipino	34	34	2	5.9
Hispanic or Latino	257	248	30	12.1
Native Hawaiian or Pacific Islander	20	19	0	0.0
Two or More Races	55	55	6	10.9
White	222	213	15	7.0
English Learners	108	107	6	5.6
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	282	272	34	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	110	20	18.2

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.14	0.28	3.87	0.42	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.38	2.92	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.28	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.54	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.82	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Freedom Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of our staff and the School Site Council. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. The school staff suggested final changes and had input on new assignments at the 8/16/2021 staff meeting. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2021-2022 school year was formally approved by the school's School Site Council on 11/16/2021. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

### 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.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22		4	
1	25		4	
2	22		5	
3	20	1	5	
4	31		4	
5	28	1	1	3
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		4	
1	30		3	1
2	21	1	4	
3	21	1	5	
4	29		4	
5	31		3	
6				
Other	10	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24		4	
1	30		3	1
2	20	4	1	
3	21		5	
4	26	1	4	
5	29		4	
6				
Other	8	1		

## 2020-21 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	



## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	10,760	3,142	7,617	81,489
District	N/A	N/A	7,951	\$79,852
Percent Difference - School Site and District	N/A	N/A	-4.3	2.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-10.3	-5.2

## 2020-21 Types of Services Funded

The Sylvan Union School District spent an average of \$11,026 to educate each student (based on 2019-2020 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- Title I: Low-Income and Neglected
- Title II: Teacher Quality/Principal Training/Technology Grants
- Title III: Immigrant Education Program/Limited English Proficiency Program
- Title IV: Student Support and Academic Enrichment
- Special Education: Salaries and needs for Special Education students
- Lottery: Instructional Materials
- After School Education and Safety: After School Program ran by Boys and Girls Club
- MediCal Billing Option: Reimbursable items through the Medical program
- Ongoing and Major Maintenance Account: Maintenance & operations needs through the school district

\* Professional Development Block Grant: Professional Development Block Grant

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$49,991	\$52,060
<b>Mid-Range Teacher Salary</b>	\$79,560	\$84,043
<b>Highest Teacher Salary</b>	\$106,110	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$123,666	\$133,582
<b>Average Principal Salary (Middle)</b>	\$127,633	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$190,602	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

- Professional Learning Communities
- Common Formative Assessments
- Multi-Tiered Systems of Support
- eLearning
- Social Emotional Skills
- Effective Teaching Strategies
- Math and English Language Essential Standards
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century Skills
- Program implementation and review: Amplify, Read/Math 180
- Literacy Instruction
- Learning to use new data and universal screening system

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	78	25	48

# Sylvan Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Sylvan Union Elementary School District
<b>Phone Number</b>	(209) 574-5000
<b>Superintendent</b>	Mr. Eric Fredrickson
<b>Email Address</b>	efredrickson@sylvan.k12.ca.us
<b>District Website Address</b>	www.sylvan.k12.ca.us

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	5378	90	1.67	98.33	13.33
<b>Female</b>	2685	29	1.08	98.92	10.34
<b>Male</b>	2688	61	2.27	97.73	14.75
<b>American Indian or Alaska Native</b>	16	0	--	100.00	--
<b>Asian</b>	333	6	1.80	98.20	--
<b>Black or African American</b>	176	6	3.41	96.59	--
<b>Filipino</b>	150	1	0.67	99.33	--
<b>Hispanic or Latino</b>	2482	49	1.97	98.03	10.20
<b>Native Hawaiian or Pacific Islander</b>	53	2	3.77	96.23	--
<b>Two or More Races</b>	391	3	0.77	99.23	--
<b>White</b>	1777	23	1.29	98.71	21.74
<b>English Learners</b>	742	16	2.16	97.84	18.75
<b>Foster Youth</b>	26	3	11.54	88.46	--
<b>Homeless</b>	38	2	5.26	94.74	--
<b>Military</b>	47	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2631	49	1.86	98.14	14.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	761	90	11.83	88.17	13.33

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5378	89	1.65	98.35	2.25
Female	2685	29	1.08	98.92	3.45
Male	2688	60	2.23	97.77	1.67
American Indian or Alaska Native	16	0	--	100.00	--
Asian	333	6	1.80	98.20	--
Black or African American	176	6	3.41	96.59	--
Filipino	150	1	0.67	99.33	--
Hispanic or Latino	2482	48	1.93	98.07	2.08
Native Hawaiian or Pacific Islander	53	2	3.77	96.23	--
Two or More Races	391	3	0.77	99.23	--
White	1777	23	1.29		0.00
English Learners	742	15	2.02	97.98	0.00
Foster Youth	26	3	11.54	88.46	--
Homeless	38	2	5.26	94.74	--
Military	47	0	0.00	100.00	--
Socioeconomically Disadvantaged	2631	49	1.86	98.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	761	89	11.70	88.30	2.25

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

