Freedom Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

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://freedom.farmersville.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	54-75325-0106021

2025-26 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	https://www.farmersville.k12.ca.us/

2025-26 School Description and Mission Statement

Freedom Elementary School is located in the small, culturally rich agricultural community of Farmersville in California's San Joaquin Valley. As the district's only 4th–6th grade campus, Freedom serves 528 students, of whom 94.7% are Hispanic or Latino and 43.09% are English Learners. The school embraces its mission that all students learn at high levels and maintains a vision of cultivating lifelong learners in a safe, nurturing, and academically rigorous environment. Freedom proudly supports the district mission of preparing students to become productive citizens and innovative leaders of tomorrow, emphasizing strong partnerships between school, families, and the wider community.

Freedom provides a comprehensive instructional program designed to meet the diverse academic, social, and developmental needs of upper-elementary learners. Schoolwide initiatives include an MTSS framework for academic, behavioral, and social-emotional support; English Learner Development through Integrated and Designated ELD; tiered literacy and school-wide leveled interventions; and a PBIS system that promotes a positive school climate. The school also engages students in enrichment opportunities, college and career readiness lessons and activities, and after-school programs as funding allows. These programs reflect the school's commitment to preparing independent thinkers equipped with the skills needed for success in the 21st century.

Aligned with its School Plan for Student Achievement (SPSA), Freedom's goals focus on increasing proficiency in reading and math, improving English Learner progress and reclassification rates, strengthening student engagement, and enhancing family involvement. Progress indicators such as CAASPP, local assessments, ELPAC, attendance data, and PBIS metrics are monitored regularly through data team cycles every 6–8 weeks, MTSS reviews, and quarterly SPSA evaluations. Through continuous improvement efforts, Freedom Elementary remains committed to delivering high-quality instruction and ensuring that every child reaches their fullest potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	160
Grade 5	172
Grade 6	196
Total Enrollment	528

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.8
Asian	0.9
Hispanic or Latino	95.8
White	2.5
English Learners	45.5
Foster Youth	0.8
Homeless	2.3
Migrant	5.7
Socioeconomically Disadvantaged	94.7
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.6	78.57	106.2	79.41	234405.2	84
Intern Credential Holders Properly Assigned	0.6	2.39	6.2	4.66	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	3.59	8.6	6.49	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.9	2.21	11953.1	4.28
Unknown/Incomplete/NA	4.2	15.37	9.6	7.21	15831.9	5.67
Total Teaching Positions	27.5	100	133.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.6	91.89	99.2	77.23	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.06	7.7	6.03	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.06	10	7.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.2	3.29	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.2	5.62	14303.8	5.15
Total Teaching Positions	24.6	100	128.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.2	80.12	94.4	79.54	230039.4	100
Intern Credential Holders Properly Assigned	1	4.17	4.4	3.72	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	12.51	12	10.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.6	3.08	12112.8	4.34
Unknown/Incomplete/NA	0.7	3.21	4.1	3.49	13705.8	4.91
Total Teaching Positions	23.9	100	118.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.90	1	3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	1	3

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	0	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)	0	0	0

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

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

The school district held a public hearing on August 26, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected on August 1, 2025 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 1, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill (Wonders) 2017/Digital Access	0
Mathematics	Houghton-Mifflin (GoMath!) 2015	0
Science	Twig Education (Twig Science) 2021 (Grades: 4-5)/Digital Access Houghton Mifflin (HMH Science) 2019 (Grade: 6)/Digital Access	0
History-Social Science	SAVVAS Pearson (myWorld Interactive) 2019 (Grades: 4-5)/Digital Access National Geographic 2019 (Grade: 6)/Digital Access	0
Science Laboratory Equipment (grades 9-12)		

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.

School Facility Conditions and Planned Improvements

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	July 28, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Nothing Noted
Interior: Interior Surfaces	X			Nothing Noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Nothing Noted
Electrical	X			Nothing Noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Nothing Noted
Safety: Fire Safety, Hazardous Materials	X			Nothing Noted
Structural: Structural Damage, Roofs	X			Nothing Noted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Nothing Noted

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	19	27	29	47	48
Mathematics (grades 3-8 and 11)	11	13	13	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	533	525	98.50	1.50	19.24
Female	264	260	98.48	1.52	20.77
Male	269	265	98.51	1.49	17.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	514	506	98.44	1.56	19.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	9.09
English Learners	224	219	97.77	2.23	5.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	502	495	98.61	1.39	18.18
Students Receiving Migrant Education Services	30	30	100.00	0.00	23.33
Students with Disabilities	54	53	98.15	1.85	5.66

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	526	98.50	1.50	12.55
Female	264	261	98.86	1.14	12.26
Male	270	265	98.15	1.85	12.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	514	506	98.44	1.56	12.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	224	221	98.66	1.34	2.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	503	496	98.61	1.39	11.69
Students Receiving Migrant Education Services	30	30	100.00	0.00	16.67
Students with Disabilities	54	51	94.44	5.56	1.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.54	8.28	12.43	11.69	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	173	170	98.27	1.73	8.24
Female	80	79	98.75	1.25	10.13
Male	93	91	97.85	2.15	6.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	167	164	98.20	1.80	8.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	163	98.19	1.81	7.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	19	90.48	9.52	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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%
Grade 7	94%	94%	94%	94%	94%
Grade 9	95%	96%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are strongly encouraged to take an active role in their child's education, and Freedom Elementary provides numerous opportunities for involvement throughout the school year. Our goal is to build meaningful partnerships with families to support the academic, behavioral, and social-emotional growth of every student. Parents, family members, and community partners are invited to participate in a variety of schoolwide events, including monthly assemblies, literacy celebrations, Lunch on the Lawn, Family Art Night, the Turkey Trot, Winter Programs, Read Across America, Back to School Night, Open House, and field trips.

To ensure families remain informed and engaged, the school communicates regularly through strategic calendaring, monthly bulletins, letters, automated phone calls, ParentSquare, and parent meetings. All parents are welcome to volunteer in classrooms, assist with field trips, support after-school events, and participate in parent advisory committees such as the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

Freedom Elementary also utilizes a Spanish-speaking parent liaison to enhance communication and promote parent participation. For additional information about involvement opportunities, parents may contact the school office at 559-592-2662 or connect with the parent liaison through the main office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	554	103	18.6
Female	272	270	43	15.9
Male	290	284	60	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	536	531	96	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	14	6	42.9
English Learners	251	250	44	17.6
Foster Youth	--	--	--	--
Homeless	13	13	5	38.5
Socioeconomically Disadvantaged	533	528	99	18.8
Students Receiving Migrant Education Services	32	31	4	12.9
Students with Disabilities	63	58	10	17.2

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.69	2.69	7.65	5.46	5.95	6.85	3.6	3.28	2.94

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.12	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.65	0.00
Female	4.04	0.00
Male	11.03	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	7.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	26.67	0.00
English Learners	4.78	0.00
Foster Youth	0.00	0.00
Homeless	23.08	0.00
Socioeconomically Disadvantaged	7.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.70	0.00

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

2025-26 School Safety Plan

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 procedures with the students prior to the drills occurring. The Comprehensive School Safety Plan (CSSP) will be reviewed and updated on 01/15/26 (last update 1/15/25) 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 2026.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	25	1	7	0
5	23	1	7	0
6	24	1	7	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	25	1	6	0
5	25	1	7	0
6	28	0	7	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	23	7	20	
5	24	4	27	
6	23	6	25	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	566

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8707	987	7720	113711
District	N/A	N/A	14641	$92,174
Percent Difference - School Site and District	N/A	N/A	-67.8	18.6
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-33.0	25.9

Fiscal Year 2024-25 Types of Services Funded

Freedom Elementary School provides a wide range of programs and services supported through state, federal, and local funding to meet the academic, linguistic, social-emotional, and behavioral needs of all students. Federal programs such as Title I, II, III, IV, Migrant Education, ESSER, and IDEA help provide targeted academic interventions, English learner supports, technology access, and special education services. State funding, including LCFF Supplemental and Concentration funds, Child Development Programs, and the Community Schools Grant; further strengthen the school's efforts to deliver equitable, research-based learning opportunities.

Through Title I and LCFF supports, the school implements evidence-based instructional materials, MTSS interventions, and designated English Language Development time. Professional Learning Teams collaborate weekly, and staff benefit from ongoing professional development funded through Title II and district partnerships. Freedom Elementary also provides expanded technology resources, including 1:1 devices, and supplemental instructional tools to enhance student learning.

To support the whole child, the school invests in social-emotional learning, attendance initiatives, and positive behavior systems such as PBIS. Students and families benefit from counseling services, parent engagement opportunities, literacy

Fiscal Year 2024-25 Types of Services Funded

workshops. Parent Institute courses, and outreach programs funded through Title III and LCFF. Together, these resources ensure students have access to high-quality instruction, supportive services, and enriching school experiences.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,207	$57,978
Mid-Range Teacher Salary	$91,218	$89,612
Highest Teacher Salary	$114,601	$117,194
Average Principal Salary (Elementary)	$138,870	$143,632
Average Principal Salary (Middle)	$144,090	$149,447
Average Principal Salary (High)	$154,532	$162,334
Superintendent Salary	$224,628	$234,076
Percent of Budget for Teacher Salaries	26.83%	27.81%
Percent of Budget for Administrative Salaries	5.21%	5.47%

Professional Development

Freedom Elementary School provides ongoing professional development to administrators, teachers, and classified staff through a combination of districtwide and site-based training. The district schedules three annual staff development days focused on curriculum, instructional strategies, and effective methodologies. This year's primary emphasis is on strengthening Professional Learning Communities (PLCs) to enhance collaborative planning and instructional coherence across grade levels. The primary focus of site PD is integrated-ELD, a pilot was conducted for the 24-25 school year and this year the PD is school wide on academic language essential routines in all content areas to support academic language development.

To support this work, the school partners with Solution Tree, Medina and Associates, Kate Kinsella and Associates, and Tulare County Office of Education consultants to provide coaching and mentoring in literacy, English Language Development, mathematics, and PLC implementation. Staff also access virtual professional learning for programs such as Suite360 and Beyond SST to strengthen behavioral, academic, and support systems.

At the site level, the Academic Coach, Assistant Principal, and Principal deliver weekly professional development, classroom coaching, and model lessons. They actively participate in PLC meetings to reinforce high-quality instructional practices. Late-Start Mondays are dedicated to PLT collaboration, complemented by ongoing PLC-focused professional development in weekly staff meetings, ensuring consistent, embedded learning throughout the year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	15	18