

Phillips - Freedom Community Day School
School Accountability Report Card
Reported for School Year 2002-2003
Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Phillips-Freedom Community Day	District Name	Paso Robles Joint Unified
Principal	Richard Benitez	Superintendent	Patrick J. Sayne, Ed.D.
Street	4725 River Grove Drive	Street	800 Niblick Road
City, State, Zip	Paso Robles, CA 93446-	City, State, Zip	Paso Robles, CA 93447-7010
Phone Number	(805) 237 - 3482	Phone Number	(805) 237-3348
FAX Number		FAX Number	(805) 237 - 3339
Web Site	http://www.pasoschools.org/freedom/	Web Site	http://www.pasoschools.org/
E-mail Address	rbenitez@king.prps.k12.ca.us	E-mail Address	psayne@king.prps.k12.ca.us
CDS Code	40-75457-4030169	SARC Contact	Sheldon K. Smith, Ed.D.

School Description and Mission Statement

The mission statement of Freedom High School is that all graduates have the tools to be

effective citizens in our society; to be honest, responsible, cooperative, and respectful; and to be prepared for further education, employment, and lifelong learning.

Opportunities for Parental Involvement

Contact Person Name	Richard Benitez	Contact Person Phone Number	805.237.3348 x206
<p>We are indebted to our very supportive and involved community. There are many opportunities for parents and community to be involved in the school’s academic and extracurricular activities. We appreciate the ongoing support we receive from our local businesses and foundations. The community takes pride in being involved in a wide variety of school activities. Working together with our parents and the community, we are dedicated to preparing our students for higher education or entry into the workforce.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	8
Grade 1	0	Grade 10	16
Grade 2	0	Grade 11	18
Grade 3	0	Grade 12	4
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	1		
Grade 8	2		
Ungraded Elementary	0	Total Enrollment	49

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Numbe	Percent	Racial/Ethnic Category	Numbe	Percent
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	r of Student s	of Student s		r of Student s	of Student s
African-American	4	8.2	Hispanic or Latino	27	55.1
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	18	36.7
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August 2002	Date Last Discussed with Staff	August 2002
<p>Safe School and Emergency Response Plans are on file at our school and the district office. Plans are regularly reviewed, and staff is trained annually. Evacuation drills are held on an ongoing basis, and staff members using dangerous chemicals also receive training.</p> <p>There are four key elements of a safe school plan:</p> <ul style="list-style-type: none"> • Safe schools are caring schools. Students in safe schools feel respected and know that the people care about them and expect them to succeed. • Safe schools are built through the cooperative effort of parents, students, staff and community members. • Safe schools communicate high standards. Students know that learning and achievement is encouraged and highly valued. • Safe schools are prepared. Ongoing training opportunities allow students and staff to increase their opportunity to deal with conflict, anger and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. 			

School Programs and Practices that Promote a Positive Learning Environment

Freedom High School is a "Community of Caring" school. This nation-wide program is used to enhance student self esteem and responsibility. Students are recognized, within the school and throughout the community, during the school year for a variety of accomplishments. Each teacher is responsible for the classroom learning environment in his/her class. Students are expected to support a positive learning environment in class, on campus, and when they represent Freedom High School in a school-sponsored activity.

Some of the program highlights Freedom High School has to offer students:

- A Community of Caring school
- Challenging academic programs
- Career Pathways
- State-of-the-art Agricultural Academy
- Advanced Placement classes
- English-as-a-Second-Language (ESL) instruction
- Strong student leadership
- Co-curricular and extracurricular activities
- Active parent groups and booster clubs
- Partnerships with local businesses and service clubs
- Gifted and Talented Education (GATE)
- Special Education programs
- Before- and after-school and lunchtime tutoring programs
- Peer counseling and peer tutoring
- Teacher/student extended learning/advisement program
- Friday Night Live
- Environmental Club
- M.E.Ch.A.
- Drama Club
- American Field Service International (AFS)
- California Scholarship Federation (CSF)
- AVID
- Career Center

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the

English Language Arts	4	8	5	35	38	38	30	32	35
Mathematics			0		35	40		31	35
Science					32	27		30	27
History/Social Science		0	4		35	30		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					0		12
Mathematics					0		0
Science							
History/Social Science					0		8

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	4				6		6	
Mathematics	0				0		0	
Science								
History/Social Science	5				5		4	

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school

2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.
Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for this section

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested				Percent Tested			82
API Base Score				API Growth Score			401
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			

API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003

Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	2
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	14.3
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	N/A	N/A	N/A				
Eligible for II/USP	n/a	---	---				
Applied for II/USP Funding	n/a	---	---				
Received II/USP Funding	n/a	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	No	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A

White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	N/A	---	---	Yes
English Learners	---	---	N/A	---	---	No
Students with Disabilities	---	---	N/A	---	---	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	46	39	25	2206	2262	2394	170349 ₂	173557 ₆	177241 ₇
Number of Dropouts				12	22	24	47282	47899	48454
Dropout Rate (1-year)				0.5	1.0	1.0	2.8	2.8	2.7
Graduation Rate							85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	3	2	2
Teachers with Full Credential (full credential and teaching in subject area)	3	2	2
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Providing high quality instruction is crucial. Our teachers are recognized throughout the county, state, and nation for their knowledge and expertise. Our staff is fully credentialed to

teach within their subject or specialty areas. More than thirty percent of our teaching staff holds education credentials of a master's degree or above. To honor our outstanding teaching professionals, our elementary schools have been named after former educators in the community. Many of these educators continue to remain active volunteers at their "namesake" schools. Our district is committed to lifelong learning.

Teacher Evaluations

Teachers and administrators collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. An evaluation may include instructional techniques, adherence to the curriculum, the learning environment, and other assigned professional duties, as well as monitoring student progress. A formal evaluation includes teacher/administrator conferences, goal setting, classroom observations, and a written evaluation. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvements with the teacher. The principal is evaluated every year by a central office supervisor.

Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By State law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. On rare occasions when substitutes are unavailable, administrators and other properly credentialed staff are assigned to cover classes.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

Other	
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Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	28.00

VII. Curriculum and Instruction

School Instruction and Leadership

Richard, complete this section Freedom High School’s leadership team is made up of the site administration and the instructional coordinators from our school-wide Pathways. In addition, several school-wide and district committees are utilized to allow us to further provide programs and strategies that challenge our students to better meet the demands for situations they will face after high school. Our teachers use highly effective instructional strategies, such as direct instruction, cooperative learning, and guided discovery. Staff development days and individual teacher ongoing training enhances our ability to deliver relevant but rigorous lessons within our learning environments. An integrated approach to classroom instruction is provided for students with special needs. Effective communication between regular class teachers, special needs teachers, our Student Study Team, and student support personnel ensures adequate assistance and equal access to staff and available programs.

Professional Development

Training/Professional Growth

At Paso Robles Public Schools there is a comprehensive training and professional renewal program for teachers, administrators, and support staff. All new teachers are offered district and site training. Topics included in the New Teacher Orientation are classroom management and discipline, district curriculum overview, curriculum planning, and how to access available resources.

Beginning Teacher Support and Assessment (BTSA)

Our new teachers are assisted by district BTSA support providers. These are veteran teachers who help shepherd our new teachers through their beginning years in the profession.

Staff Development Day

We scheduled four professional development days during the 2000-01 school year. These days focused on developing reading comprehension for students, data analysis, expected schooltime learning results, and content standards development. Teachers were also able to select from a variety of workshops including developing standards-based units of instruction, writing across the curriculum, using technology in the classroom, and curriculum development. Workshops were also provided to paraeducators based on job function. Besides professional development days, teachers received training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team.

Quality and Currency of Textbooks and Other Instructional Materials

Freedom High School has set a high priority on ensuring that there are sufficient and current textbooks and educational materials to fully support the school's instructional programs. School and district work on a continuing basis to evaluate and make recommendations for textbook adoptions and support material acquisitions. Each subject area is reviewed on a seven-year cycle following state guidelines. Textbooks and materials are selected based on the course content and state standards. The actual selection of textbooks is accomplished by the faculty, and each selection is approved by the Governing Board as required by state regulations. Funding for both textbooks and instructional materials is provided by the state instructional materials budget and the district general fund. Supplemental funding for both reference books and instructional materials is also provided from categorical programs and district-sponsored funds.

Technology Support

Paso Robles High School received and implemented a Digital High School grant during the 2000-2001 school year. This grant allowed us to network the entire school, including Freedom High School, with up-to-date technology and improved computer availability for staff and students. The library is well equipped and has an extensive and growing book, magazine and reference collection that supports our educational efforts. All students and parents agree to an acceptable use policy prior to students accessing the Internet. Teachers' use of technology in the classroom and throughout the subject areas continues to increase.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level

Instructional Minutes		
	Offered	State Requirement
K	36,200	36,000
1	50,480	50,400
2	50,480	50,400
3	50,480	50,400
4	55,520	54,000

5	55,520	54,000
6	61,042	54,000
7	61,042	54,000
8	61,042	54,000
9	64,815	64,800
10	64,815	64,800
11	64,815	64,800
12	64,815	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade
Level

Instructional Days With At Least 180 Instructional Minutes		
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

Total Number of Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school. In addition, at the K-8 levels, student minimum days are scheduled for 10 parent-teacher conference days during the school year.

Three Student Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school.
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VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment			4			573	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test						27.23	36.66	37.26	36.63
Average Verbal Score						515	492	490	494
Average Math Score						504	516	516	518

College Admission Test Preparation Course Program

Richard, write something here... What were students doing 6 months after graduation? The data below reflects the results of a survey given to high school students who have graduated from

	s					

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34714	35344
Mid-Range Teacher Salary	50967	55581
Highest Teacher Salary	65511	69990
Average Principal Salary (Elementary)	74059	86279
Average Principal Salary (Middle)	73655	
Average Principal Salary (High)	79726	
Superintendent Salary	108691	131273
Percent of Budget for Teacher Salaries	44.05	42.90
Percent of Budget for Administrative Salaries	5.24	5.64

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$43958228	\$6732	\$6770	\$6719

<u>Base Revenue Limit Per Student</u>

The figures below represent the revenue limit, which is the amount that the district receives from the state to educate our students. In the 2000-01 school year, that amount was \$5,068 per student.

2000-01 - Expenditures/Special Projects

The chart below reflects expenditures for special projects for students at Freedom High School and Paso Robles High School.

Class Size Reduction	\$207,244
Title I (Chapter I)	*19,725
Title VI (Chapter II)	4,157
Economic Impact Aide	27,626
Gifted and Talented	4,553
Vocational Education/Ag. Incentive.	15,708
VEA	38,869
10th Grade Counseling	12,882
Professional Development - SB 1882	16,330
Healthy Start	107,942

** Freedom High School Only*

Other Special Grants expended on students at Freedom High School:

- Digital High School • Site Block Grant
- School Safety • Eisenhower
- Cal-Safe Support • TUBE (9-12)
- ROP • School-to-Career
- Drug Free • Selpa-Project
- State Instructional Materials • Community Challenge Teen Pregnancy
- Ed. Tech. for High Schools