Freedom Academy of Imperial Valley

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Holtville Unified School District

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Mitchell W. Drye
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Local Control and Accountability Plan Coordinator

School Description

Freedom Academy of the Imperial Valley is in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 40 miles north of the Arizona/California border and 20 miles northeast of Mexicali, Baja California, Mexico.

Freedom Academy of Imperial Valley is a TK-12 school, providing a rich home school environment and support to any parent who chooses to teach their own student. The Freedom Academy program was the first in the Imperial Valley and continues to be one of the best in the Valley. Students from Freedom Academy can work at a self-paced speed getting support when needed giving them the ability to excel in a number of areas. Freedom's curriculum allows students the ability to study in a number of different disciplines, limited to only their own drive and determination. Freedom Academy is a Gate Honor School, and a certified AVID School offering a litany of different programs that allow students access to the talents of the freedom teachers, the programs that are at the High School, the career and AG programs that Holtville High School offers, as well as the advanced programs offered through the Freedom Academy, self-paced, online, cloud base program. Freedom students also have the privilege of taking part in the many activities that are offered through our Elementary and high schools, such as sports, clubs, competition, robotics, FFA, Debate, and a mock trial to mention a few. Freedom offers guest speakers and special trips to a number of events in support of a college or career goals for grades TK to 12th. Students are able to get exposure and experience in a theater by being part of the Missoula Theater Program every year. Freedom offers a one-to-one technology program and counselor support shared by both the elementary and High School. In November of 2018, Holtville Unified School District administered a parent survey and parents responded strongly that they feel their school is clean and well maintained. In addition, parents felt they had input, were able to communicate with staff, and were well informed. In August of this year, a Holtville Unified Administrative team performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Holtville Middle School was rated as "good". The local community and professional population support the freedom program and students are allowed the ability to take part in all Holtville Unified School's career days, parent involvement, community support clubs and committees, and much more. Freedom Academy promotes an environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. The Freedom Academy of Imperial Valley is committed to a comprehensive system of support to assure all of our students experience a positive and successful educational experience.

Mission Statement:

The Freedom Academy of Imperial Valley, with support from our community and parents, values excellence, individuality, diversity, and creativity. We are committed to the intellectual achievement and emotional and social development of each student in a caring, collaborative environment.

Vision Statement:

The Freedom Academy of Imperial Valley will prepare students for their futures, which may include college, technical institutions, and/or careers. We will provide an environment that supports quality instructional programs and empowers students to become independent, resourceful citizens and scholars.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 3	1
Grade 6	1
Grade 7	2
Grade 8	3
Grade 9	2
Grade 10	1
Grade 11	3
Grade 12	6
Total Enrollment	21

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0.0
White	66.7
Socioeconomically Disadvantaged	38.1
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Freedom Academy of Imperial Valley	16-17	17-18	18-19
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Holtville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Freedom Academy of Imperial	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Students taking courses online use the curriculum provided by an online learning program. Students in the traditional home school model use the same textbooks as the students in the regular classrooms at Holtville Unified School District. Textbooks are ordered at the end of each year on an as-needed basis. All students have the required textbooks. Teachers have the necessary instructional materials for their classes. on September 17th of 2018, the board approved resolution 2018/19-006 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance 2017 (TK-5th) Pearson, My Perspectives 2017 (6th - 12th) Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity 6-8 Online curriculum by Edgenuity **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Great Minds - Eureka Math, 2015 Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity 6-8 Online curriculum by Edgenuity **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity 6-8 Online curriculum by Edgenuity K-5 Harcourt, 2008 6-8 Prentice Hall, 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity 6-8 Online curriculum by Edgenuity K-5 Pearson, Scott, Foresman, 2006 Holt, Rinehart and Winston, 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Freedom Academy is located on the site of Holtville High School and was thoroughly inspected at the beginning of the school year. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018, November		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Good	None Needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
Electrical: Electrical	Good	None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None Needed
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	80.0	67.0	51.0	54.0	48.0	50.0
Math	40.0	33.0	39.0	42.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	**	**	**
9	**	**	**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	16	15	93.75	66.67
Male	--	--	--	--
Female	13	12	92.31	66.67
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	15	93.75	33.33
Male	--	--	--	--
Female	13	12	92.31	41.67
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
The Freedom Academy of Imperial Valley offers a variety of opportunities for parent involvement. Parents are encouraged to participate in educational field trips as well as share their expertise in areas of art, music, careers or other areas with the fte students. Parents are part of the decision making process regarding educational field trips. They meet with the instructors every month in order to go over their child's academic progress. In addition, a school site council made up of elected parents informs the decisions about the yearly budget process and how certain funds are spent for the benefit of students. They also have a voice in any proposed changes and are able to make suggestions for improvements.

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.

School Safety Plan
The safety of students and staff is a primary concern of the Freedom Academy of Imperial Valley. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently written in December 10, 2018. It was discussed with the faculty at the beginning of school in January and again at the end of the school year. Procedures for what to do in case of an earthquake, fire, or a lock down are practiced on a quarterly basis. Freedom Academy is located on and adjacent to Holtville High School and they take part in their drills. Safety plans are published on each school's web site, and made available to all stake holders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	4.5	5.7
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	23

*   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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	2.0	2.0	6	8	8						
Mathematics	2.0	1.0	1.0	7	11	12						
Science	1.0	1.0	2.0	7	8	10						
Social Science	2.0	1.0	2.0	7	13	12						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional development is an on-going process in the Holtville Unified School District. Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development, and alignment with the California State Standards. Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their curriculum in order to prepare all students to meet or exceed state proficiency levels. The focus of District professional development continues to be in the areas of math, English Language Arts, and EL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administrators. Additionally, Freedom Academy teachers attend the yearly California Consortium of Independent Studies (CCIS) conference to learn about best practices in independent study and to attend compliance workshop training. Whenever possible, FA teachers also take advantage of CCIS networking events, held throughout the school year, which afford the opportunity to collaborate with other independent studies professionals in a small-group setting.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,000	$45,681
Mid-Range Teacher Salary	$75,227	$70,601
Highest Teacher Salary	$95,859	$89,337
Average Principal Salary (ES)	$115,516	$110,053
Average Principal Salary (MS)	$108,899	$115,224
Average Principal Salary (HS)	$124,742	$124,876
Superintendent Salary	$151,723	$182,466
Percent of District Budget		
Teacher Salaries	39.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$ 11,530.00	$ 257.09	$ 11,272.92	$ 79,901.50
District	◆	◆	$ 9,453.24	$76,705
State	◆	◆	$ 7,125	$ 71,392
Percent Difference: School Site/District			17.6	-200.0
Percent Difference: School Site/ State			-200.0	-200.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Holtville Unified School District provides options for parents and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley School (K-5th). In addition, we offer an alternative/continuation high school at Sam Webb High School and Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as band, clubs and sports for our students.

The Freedom Academy K-8 home-based instructional model offers a combination of independent study and optional participation in weekly workshops for their students. The Freedom Academy 9-12 allows students the opportunity to participate in all sports and clubs offered on the Holtville High School campus, and through dual enrollment, access to Holtville High School's FFA, choir, band, ROP, and other elective courses. Likewise, Holtville High School students have the opportunity to take Advanced Placement (AP), CTE, and elective courses at Freedom Academy.

The district also offers College Begins in Kindergarten (CBK) as a summer program. AVID (Advancement Via Individual Determination) strategies and college readiness skills have been implemented district wide. All sites within the district offer tutoring opportunities for all students.

Holtville Unified also has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as the Migrant Speech and Debate teams. We have an adult education program which offers ESL, a high school diploma, citizenship and English classes. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Freedom Academy of Imperial Valley	2014-15	2015-16	2016-17
Dropout Rate	--	--	--
Graduation Rate	--	--	--
Holtville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.2	0.0	2.0
Graduation Rate	97.1	95.2	93.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	56.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	1	♦
Science	0	♦
Social Science	2	♦
All courses	3	13.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	95.8	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	95.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	0.0	100.0	88.6
English Learners	0.0	68.8	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

The Freedom Academy of Imperial Valley does not offer structured Career Technical Education Programs but student have access to Career Training Education classes through the APEX Learning and Ingenuity programs for the 9-12 student population. It does have students who attend both the High School and Freedom Academy and those students take part in TE programs through the High School.as well as taking some classes through the Freedom Academy programs.

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).

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.