



Freedom Academy of Imperial Valley

524 West 8th Street • Holtville, CA 92250 • 760-356-1304 • Grades K-12

Mitchell Drye, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Holtville Unified School District

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Assessments,, and Student
Information System**

School Description

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.

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 first opened in August of 2012 and, is a K-12 Alternative School of Choice in the Holtville Unified School District. It is the only one of its kind in the Imperial Valley. It serves students from throughout Imperial Valley who are seeking independent study while offering alternatives to traditional school. The Freedom Academy of Imperial Valley is committed to providing our students with the most comprehensive and meaningful educational experience possible. Our curriculum pathways are developed in collaboration with our parents and students, addressing individual student needs and interests, while providing access to high-quality independent instruction, fully aligned with Common Core and California State Standards.

Our staff is led by our Principal Mr. Mitchell Drye, holds a Bachelor degree in Business Management, Secondary Teaching Credential and a Masters in Education Leadership. For the 2019-2020 school year our highly qualified supervising teachers includes Mrs. Marci Mange supporting our K-8 students and Mrs. Amy Lansman supporting our 9-12 students.

In grades K-8, our school is a home-based independent study program using the state-adopted curriculum with the support, guidance, and supervision of credentialed teachers. Students and parents are supplied with educational materials and educational workshops. In grades K-5, parents are provided with textbook curriculum. Families with students in grades 6-8 have the option of a solely digital curriculum or a blend of the textbook and digital curricula. All students are assigned a maximum of 20 days of lessons at a time, and work at home under the guidance of a parent. It is required that parents and students meet one-on-one with the teacher to submit work and discuss progress a minimum of once every 20 days, though communication typically occurs weekly. One-on-one tutoring is available on site or via Google Hangout on a daily basis. Students also have the opportunity to attend field trips, academic enrichment workshops, and elective workshops. In addition, 6-8 grade students may participate in band, after school activities, and sports activities at Holtville Middle School.

Students in grades 9-12 can work exclusively through our online curriculum at our site-based program, home-based independent study program, or may choose dual enrollment which also includes courses at Holtville High School. All FAIV students may also participate in CIF sports, music, FFA, clubs, and other extracurricular activities at HHS. Students in grades 9-12 may attend classes in the learning center from 8 am – 3 pm, where they have access to a standards-aligned digital curriculum with the added support and instruction from the teacher. Students may also access the curriculum from home and meet with the teacher a minimum of once a week. 9-12 students also have the option of our hybrid program, which blends online learning with the opportunity to concurrently enroll in classes at Holtville High School, a California Distinguished School. In addition to our rigorous core and elective curriculum, FAIV also offers many Advanced Placement courses. Alternatively, students from Holtville High School are able to participate in Advanced Placement classes not offered at the high school through FAIV.

Students seeking enrollment at Freedom Academy of Imperial Valley must submit an application and attend an admissions interview in order to be accepted. The admissions process allows applicants to understand the CA Education Code requirements for independent study, as well as to discuss important factors related to successful online learning (grades 6-12), home-based learning, and student goals. If students are accepted to the Freedom Academy, but then fail to meet the program requirements (as outlined in the FA Master Agreement), they will be referred back to their schools of residence, as per CA Ed Code requirements.

- At Freedom Academy, students are able to build competence and confidence through a rigorous curriculum, personalized support, and hard work. Students can gain confidence as they take control of their education. We offer a variety of educational opportunities for students. Parents and students may find Freedom Academy the best educational option for any of the following reasons: Smaller setting than the traditional classroom Tuition-free public school Personalized support and instruction Students completing K-5 can transition into home-based/blended options for grades 6-8 and further transition into 9-12 Students may enter at any point during their educational careers.

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.

Schoolwide Learner Outcomes:

Schoolwide Learner Outcomes were developed by faculty, parents, and students; all of whom agree with the need for high expectations for all students and that all students can achieve at high academic levels. The staff believes that graduating students should be knowledgeable and productive citizens in our communities and in the world when they leave our school. We are raising young adults who will:

1. Critically Think: Which will be evaluated by the student's ability to: a. Observe, interpret, analyze, evaluate, and integrate information. b. Make predictions based on evidence and produce claims with credible support. c. Apply skills learned to solve real-world problems.
2. Communicate: Which will be evaluated by the student's ability to: a. Use reading, writing, and oral language skills in sharing and receiving information with others. b. Demonstrate digital literacy by using appropriate technology in a variety of forms. c. Adapt communication in relation to audience, task, purpose, and discipline.
3. Collaborate: This will be evaluated by the student's ability to: a. Build on other's ideas and express ideas clearly and persuasively. b. Participate appropriately in a variety of educational, social, and team settings while demonstrating respect/concern for others within a small group. c. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
4. Be Civic-Minded: Which will be evaluated by the student's ability to: a. Demonstrate a responsible work ethic by respecting deadlines and due dates. b. Demonstrate academic honesty and integrity. c. Demonstrate personal responsibility and accountability in all situations.

Parents, faculty, and students will review the schoolwide learner outcomes on a yearly basis and make any revisions they feel are needed based on student data.

Perceptual Data Staff, parents, and students all participated in an extensive school connectedness survey. Most of the data was favorable with a few areas of concern that need to be addressed, such as educating parents about our district's Parent Liaison Center and encouraging more parental involvement. Surveys available for specific information.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 4	1
Grade 7	3
Grade 8	2
Grade 9	2
Grade 10	6
Grade 11	1
Grade 12	5
Total Enrollment	22

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	59.1
White	36.4
Two or More Races	4.5
Socioeconomically Disadvantaged	40.9
Students with Disabilities	4.5
Foster Youth	4.5

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 for Freedom Academy of	17-18	18-19	19-20
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Holtville Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	83
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at Freedom Academy of Imperial Valley

Indicator	17-18	18-19	19-20
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 2019-20)

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 16th of 2019 the board approved resolution 19/20-003 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019, 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

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

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: 2019, December

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	None Needed

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	64	54	56	50	50
Math	33	45	42	45	38	39

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.

School Year 2018-19 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	12	11	91.67	63.64
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

School Year 2018-19 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	12	11	91.67	45.45
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
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 2019-20)

We are committed to communicating with and engaging parents as partners in their children's education. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, field trips, and in classrooms). We encourage partners to support their children at home by making their expectations about school clear and creating a positive homework and learning environment. Parents and guardians of independent study students commit to an active role in providing their children with learning activities in collaboration with their supervising teachers. We actively pursue input from all stakeholders regarding school programs. Parents, staff members, and students participate in the decision-making and accreditation process through representatives elected to the school site council.

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 July 31, 2019. 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 stakeholders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.5	5.7	4.8
Expulsions Rate	0.2	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	44.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	2	8			2	8			2	11		
Mathematics	1	11			1	12			2	9		
Science	1	8			2	10			2	12		
Social Science	1	13			2	12			2	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$46,208
Mid-Range Teacher Salary	\$75,227	\$72,218
Highest Teacher Salary	\$95,859	\$92,742
Average Principal Salary (ES)	\$119,030	\$134,864
Average Principal Salary (MS)	\$111,978	\$118,220
Average Principal Salary (HS)	\$111,555	\$127,356
Superintendent Salary	\$151,723	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	33%
Administrative Salaries	4%	6%

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

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)

Rate for Freedom Academy of Imperial	2015-16	2016-17	2017-18
Dropout Rate	--	--	--
Graduation Rate	--	--	--

Rate for Holtville Unified School	2015-16	2016-17	2017-18
Dropout Rate	0	2	4.2
Graduation Rate	95.2	93.3	92.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,855.42	\$1,327.30	\$12,528.12	\$85,531.68
District	N/A	N/A	\$10,016.62	\$75,166.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	22.3	12.9
School Site/ State	50.1	15.9

Note: Cells with N/A values 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.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	62.07
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

Career Technical Education Programs

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