Freedom Academy of Imperial Valley

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Freedom Academy of Imperial Valley
Street	524 West 8th Street
City, State, Zip	Holtville, CA 92250
Phone Number	760-356-1304
Principal	Mitchell Drye
Email Address	mdrye@husd.net
School Website	https://fa.husd.net/en/
Grade Span	K-12
County-District-School (CDS) Code	13-631490125922

2025-26 District Contact Information

District Name	Holtville Unified School District
Phone Number	760-356-2974
Superintendent	Celso Ruiz
Email Address	celso@husd.net
District Website	www.husd.net

2025-26 School Description and Mission Statement

Mission Statement:

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.

2025-26 School Description and Mission Statement

School Description:

I: Student/Community Profile Data
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. During our process of producing this document we took great care in protecting student rights when presenting Freedom Academy data.

General Background and History
Freedom Academy of Imperial Valley (FAIV), which first opened in August of 2012, 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 studies, while offering alternatives to traditional school. Freedom Academy of Imperial Valley is committed to providing 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.

Community
Freedom Academy of Imperial Valley is located in Holtville, California in Imperial County. A small, rural community, Holtville has a population of approximately 5,500 residents. Imperial County is located in the southeastern corner of California and is bordered on the North by Riverside County; on the West by San Diego County; on the South by Baja California, Mexico; and on the East by Yuma County, Arizona. Only fifteen minutes north of a large international border crossing in Mexicali, Mexico, the county's population, and culture are strongly influenced by the area's large Hispanic population. According to the 2020 census, the ethnic make-up of Holtville is 85% Hispanic, 14% White/Caucasian. The primary industry of Holtville is agriculture with growing numbers entering the service industry. Approximately 25% of the population lives below the poverty level according to the most recent figures, with an approximate unemployment rate of 11.4%, which is above the state average.

FAIV has a functioning School Site Council which, because of the small size, also functions as the ELAC. Holtville Unified School District's School Board members are business owners and business leaders and are very supportive of all Holtville Unified Schools including Freedom Academy. They bring to the program a large amount of experience, community input and support. Holtville is a small community but has been and continues to be very supportive of their community, schools, sports, family, and programs.

Staff
Freedom Academy of Imperial Valley (FAIV) is led by principal, Mr. Mitchell Drye. Our highly qualified supervising teachers include

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

2025-26 School Description and Mission Statement

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:

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.

Schoolwide Learner Outcomes
Freedom Academy's School Wide Plan or SPSA can be located at https://husd.net/about/spsa/.

SLOs 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:
Which 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 responsible work ethic by respecting deadlines and due dates.
b. Demonstrate academic honesty and integrity.
c. Demonstrate personal responsibility and accountability in all situations.

About this School

2024-25 Student Enrollment by Grade Level

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

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	72.7
Male	27.3
Hispanic or Latino	86.4
White	13.6
English Learners	9.1
Socioeconomically Disadvantaged	68.2
Students with Disabilities	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	59.5	73.6	83.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	2.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	38.5	1.3	1.52	11953.1	4.28
Unknown/Incomplete/NA	0	1.5	11.3	12.89	15831.9	5.67
Total Teaching Positions	2	100	88.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.7	59.2	77	82.78	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.9	1.06	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.1	7.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	40.8	3.1	3.36	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.8	5.16	14303.8	5.15
Total Teaching Positions	2.9	100	93.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.2	74.58	72.9	75.91	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4	4.16	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.6	5.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	24.41	4.9	5.13	12112.8	4.34
Unknown/Incomplete/NA	0	0.67	8.5	8.9	13705.8	4.91
Total Teaching Positions	2.9	100	96	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	1.2	0.7
Total Out-of-Field Teachers	0.70	1.2	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Licenses are ordered in the beginning of each year, additional licenses are purchased as needed. Support curriculum is also ordered at that time. Technology tools such as, computers and access points are updated and checked out to students at the beginning of each school year.

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

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 K-5th Florida Virtual, (FlexPoint Education) VS (phylogram 2020-21)	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 K-5th Florida Virtual, (FlexPoint Education) VS (phylogram 2020-21)	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 K-5th Florida Virtual, (FlexPoint Education) VS (phylogram 2020-21)	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	0

	Holt, Rinehart and Winston, 2006 K-5th Florida Virtual, (FlexPoint Education) VS (phylogram 2020-21)	
Foreign Language	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity	0
Health	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity	0
Visual and Performing Arts	Materials provided by an accredited online learning program for the high school by APEX Learning and Edgenuity	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	12/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
Interior: Interior Surfaces	X			None Needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None Needed
Electrical	X			None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None Needed
Safety: Fire Safety, Hazardous Materials	X			None Needed
Structural: Structural Damage, Roofs	X			None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	88	49	53	47	48
Mathematics (grades 3-8 and 11)	14	29	35	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	17	94.44	5.56	88.24
Female	13	12	92.31	7.69	91.67
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	87.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	17	94.44	5.56	29.41
Female	13	12	92.31	7.69	25.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.67	--	23.67	27.08	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	41.67
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	81.82
Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parent and Community Input for the LCAP
Each school site holds School Site Councils (SSC) and English Language Advisory Committee (ELAC) meetings to garner community input and to discuss the plan. The district also meets with the Migrant Parent Advisory Committee and District ELAC (DELAC). Parent communication with teachers, administrators, and staff is an ongoing process that Holtville takes seriously. We encourage parents to participate in the LCAP process, school site councils, ELAC, and DELAC, Migrant parent events, parent surveys, open houses, parent nights, public school's week events, Student Support Team (SST) meetings, and Student Attendance Review Team (SART) meetings.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	5.7	0.7	2.3	8.2	8.9	8
Graduation Rate	--	--	--	92.9	98.6	96.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0	0	0.00
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	39	34	5	14.7
Female	26	24	5	20.8
Male	13	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	30	5	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	29	25	5	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	5.13	3.61	3.35	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

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 updated in October of 2025. 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 and is available on the District web site located at www.husd.net.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
2	1	1		
4	2	1		
5	1	1		
6	1	5		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	5	0	0
Mathematics	2	9	0	0
Science	3	4	0	0
Social Science	3	7	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	6		
Mathematics	2	8		
Science	2	6		
Social Science	1	9		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	5		
Mathematics	1	7		
Science	1	6		
Social Science	2	3		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	100

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,248	$558	$9,690	$103,995
District	N/A	N/A	$10,605	$103,955
Percent Difference - School Site and District	N/A	N/A	-9.0	0.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-14.0	11.5

Fiscal Year 2024-25 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.

In grades K-8, our school is a home-based independent study program using 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 an online curriculum from FLVS. Families with students in grades 6-8 also use digital curricula provided by Edgenuity. All students complete their assignments at home under the guidance of a parent. For grades K-3, synchronous class lessons on Zoom occur daily, twice weekly for students in grades 4-5, and weekly for students in grades 6-8. Furthermore,
in-class student workshops are held 3-4 times per month. Communication with parents occurs weekly. One-on-one tutoring is available on site via Zoom daily. Students also have the opportunity to attend field trips, and 6th-8th grade students may participate in FFA, band, and sports activities at Holtville Middle School.

Fiscal Year 2024-25 Types of Services Funded

Much like our students in K-8, students in grades 9-12 are provided with a standards-aligned digital curriculum and receive support and instruction from credentialed teachers. A marked difference, however, is that students in grades 9-12 may “drop in” to the classroom Monday through Thursday to work, receive tutoring, or even to engage in social interaction with their peers, but all 9-12 students must come into the classroom for proctored testing. In addition to our rigorous core and elective curriculum, FAIV 9-12 also offers many Advanced Placement, Honors, and career elective courses. Students can choose to enroll exclusively in our online
home-based independent study program, or they may choose concurrent enrollment, which allows them a hybrid of online learning and in-person courses at Holtville High School. Students often choose this path to take CTE courses, or courses in agriculture, music, Spanish, or art. Alternatively, students from Holtville High School are able to expand their learning opportunities by enrolling in FAIV online courses that are not offered in-person at HHS. All FAIV students may participate in CIF sports, music, FFA, clubs, and other extracurricular activities at HHS.

Summary of Support Programs
A. English Learners- Every Freedom Academy teacher who provides instructional services to an English Learner is authorized or CLAD certified to provide instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read, and write in English. Freedom Academy uses supplementary ELD materials, additional technology such as Chromebooks for translation, instructional materials and support in native language and supports embedded in our online instruction within Edgenuity and FlexPoint Education.

B. Low Income/Socio-Economically Disadvantaged Students- Holtville Unified School District and its schools have set money

aside to assist students that are Low Income/Socio-Economically Disadvantaged. Backpacks with necessary items are provided each year to all schools including Freedom Academy for any student in need, but primarily for the homeless and foster students. In addition, Freedom Academy and its sister schools provide breakfast, lunch and in some cases dinner to all students Monday through Friday of each week. Programs are in place that provide funding supporting our students academically in the way of additional tutoring, training, materials and tools for our students, teachers and support staff. We work with local agencies and provide information as to where parents can find support services in the Imperial Valley and more.

C. Foster Youth- Our Chart 1.1 shows that in the past six years we have had only one Foster Youth Student and no homeless. We abide by all mandated rules and regulations as they apply to these populations. If necessary, we can and would waive many of the requirements that students have at enrollment, such as shot records, and provide transportation if necessary. If a student becomes foster while attending Freedom Academy and that student wishes to stay at FAIV we would, if necessary, do all we can to assist that student in staying at FAIV, no matter where that student may end up living. The CAR’s report, along with the LCAP provides for several services that can be deployed to assist a foster or homeless student in the effort to reduce the impact on them.

D. Other Programs-The Expanded Learning Opportunities Program (ELO or ELO-P) was established beginning in fiscal year 2021–22 and provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. Freedom Academy is looking at ways to enrich our students using this program which provides before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

E. Freedom Academy was one of two schools at Holtville Unified School District to be awarded the A-G Completion Improvement Grant which provides additional supports to local educational agencies (LEAs) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Freedom Academy has hired a part time counselor who is working closely with all our student populations, but also focusing on our secondary populations in helping them complete their A-G courses.

F. Special Learning Needs- Freedom Academy has not had any special education students who are interested in the program or have been approved by their IEP team to enroll in independent studies. We are prepared to work closely with the Holtville

Unified School District Special Education Department and their teachers in the event we have a special education student enrolled in the program. We have access to their services, teachers and resources anytime we may need them.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,664	$57,978
Mid-Range Teacher Salary	$96,854	$89,612
Highest Teacher Salary	$123,419	$117,194
Average Principal Salary (Elementary)	$148,727	$143,632
Average Principal Salary (Middle)	$156,780	$149,447
Average Principal Salary (High)	$160,606	$162,334
Superintendent Salary	$195,342	$234,076
Percent of Budget for Teacher Salaries	29.75%	27.81%
Percent of Budget for Administrative Salaries	4.9%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Professional Development

(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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5