

Freedom Home

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



Chelan Shepherd

Principal, Freedom Home

About Our School

Contact

Freedom Home
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Madera, CA 93636-9253

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About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Golden Valley Unified	School Name	Freedom Home
Phone Number	(559) 645-3570	Street	16362 Paula Rd.
Superintendent	Andrew Alvarado	City, State, Zip	Madera, Ca, 93636-9253
E-mail Address	aalvarado@gvusd.org	Phone Number	559-645-3590
Web Site	http://www.gvusd.k12.ca.us	Principal	Chelan Shepherd
		E-mail Address	cshepherd@gvusd.org
		Web Site	http://fhs.gvusd.org/
		County-District-School (CDS) Code	20755800134486

Last updated: 1/18/2018

School Description and Mission Statement (School Year 2017-18)

Freedom Home School is founded on the belief that all students can succeed in school when provided education that fits their life. The educational program is designed to provide each student with personalized educational opportunities needed for academic growth and preparation for postsecondary education and/or the world of work. A standards-based curriculum and strategies that maximize the use of each student learning modalities form the basis for the educational program described in the student's Individual Learning Plan (ILP).

The overriding goal of the Freedom Home School is to provide expanded choices for students and parents in the types of educational opportunities that are available within a flexible and individualized learning environment. Freedom Home School is based on a belief that each student can succeed and deserves an education that is rigorous, relevant and well defined. At the same time, Freedom Home School's Independent Study Program recognizes that each individual is unique and, therefore, is entitled to an education that is meaningful and sensitive to his or her varied and often changing needs. This is especially true for at-risk students who may not respond to traditional teaching and evaluation method as well as for highly gifted students whose educational abilities and needs may surpass or differ from their counterparts in a traditional public school system.

Freedom Home School is located in Madera, California, and is part of Golden Valley Unified School District. Freedom Home School currently serves students in and around Madera County and students are primarily referred to us by our comprehensive high school located in the Madera Ranchos community.

Freedom Home School currently has 18 students in grades 9-12, having just opened to high school in August of 2017. Our students receive their instructional support and mentoring at our facility located within Golden Valley Unified School District. Our students receive their instruction through online curriculum at the location of their choice, most often at home or in the Freedom Home School classroom.

The main source of income in the region is predominantly the agricultural industry as the Central Valley has rich fertile soil and vast, open land perfect for various crops and ranching. However, there has been a shift in recent years due to significant drought conditions and increasing populations causing urban sprawl. Government services employ a large number of individuals in our community to include: police officers, teachers, forestry, firefighters and the support personnel for these agencies.

We have a significantly stable community with minimal transiency and high school attendance rates averaging 96%. Our rural community and limited housing development over the years has stabilized our population. According to the US Census Bureau in 2016, the estimated population of Madera Ranchos was 8,569 and the city of Madera was 61,416. However, we are anticipating significant growth over the next 5 years as a large housing development has begun within our school district, which will greatly increase our student enrollment and the need for increased options for student educational settings

Vision Statement

Freedom Home School provides personalized education to empower students to pursue their limitless potential. Through rigorous, standards-based curriculum, enrichment opportunities, technology, and personal support by a highly skilled teacher, Freedom Home School students will establish themselves as the leaders of personal success and academic achievement within and beyond Golden Valley Unified School District.

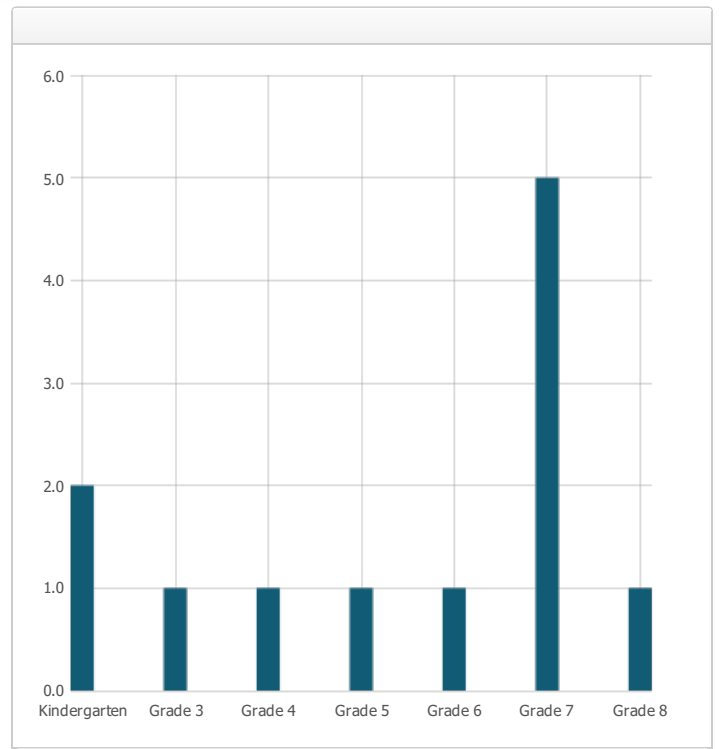
Mission Statement

The mission of Freedom Home School is to provide a rigorous, standards-based education which meets the personalized educational needs of K-8 students within and surrounding the Golden Valley Unified School District.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

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



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	25.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	25.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	50.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.0 %
English Learners	0.0 %
Students with Disabilities	16.7 %
Foster Youth	0.0 %

Last updated: 1/11/2018

A. Conditions of Learning

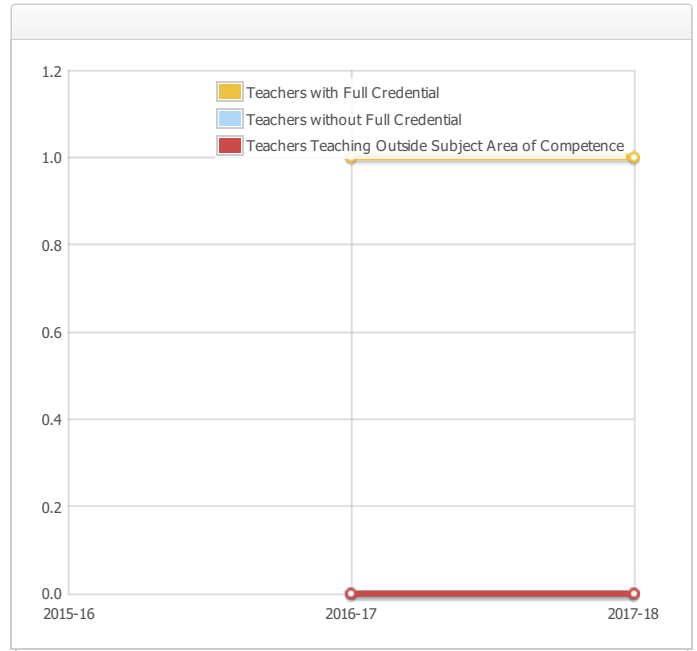
State Priority: Basic

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

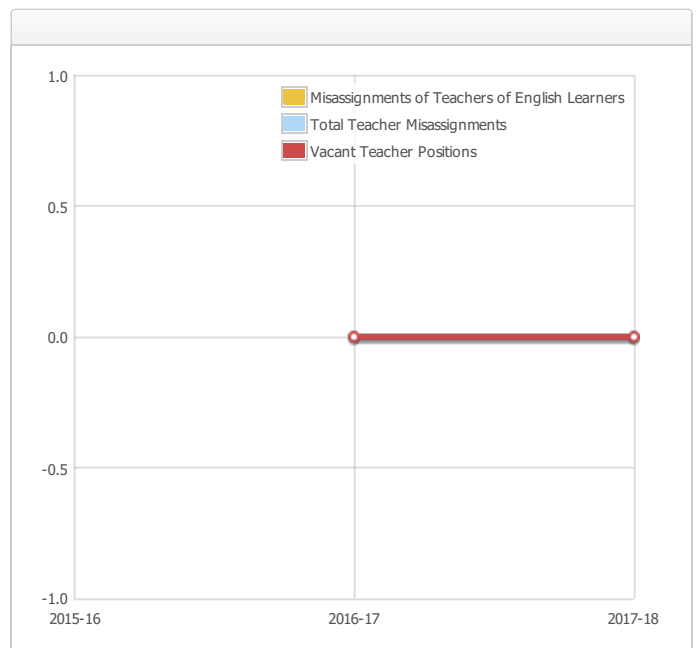
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential		1	1
Without Full Credential		0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0



Last updated: 1/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Last updated: 1/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Mathematics	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Science	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
History-Social Science	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Foreign Language	FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Health	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Visual and Performing Arts	FuelEd K-5 Materials - 2017 FuelEd Online MS Materials - 2017 FuelEd Online HS Materials - 2017	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Exemplary
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Last updated: 1/11/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		43%		59%		48%
Mathematics (grades 3-8 and 11)		19%		45%		37%

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.

Last updated: 1/11/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45%	42.86%
Male	--	--	--	
Female	12		91.67%	45.45%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	14	13	92.86%	46.15%
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/11/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45%	19.05%
Male	--	--	--	
Female	12		91.67%	--
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	14	13	92.86%	23.08%
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			66%	62%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/11/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 1/11/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	--	--	--
7	--	--	--

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.

Last updated: 1/16/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parental and community involvement is a very important component of the Freedom Home School program. The students and staff at Freedom Home School are very fortunate to have strong support from parents who serve in many ways. Parents provide input on the instructional program and advice on the use of categorical funding. Volunteers are readily available to support ongoing school activities. Principal Round-tables are held regularly to allow parents and community members to visit with the principal, ask questions or voice concerns that they might have.

For more information on how to get involved at Freedom Home School, please contact Mrs. Chelan Shepherd at 645- 3590.

State Priority: Pupil Engagement

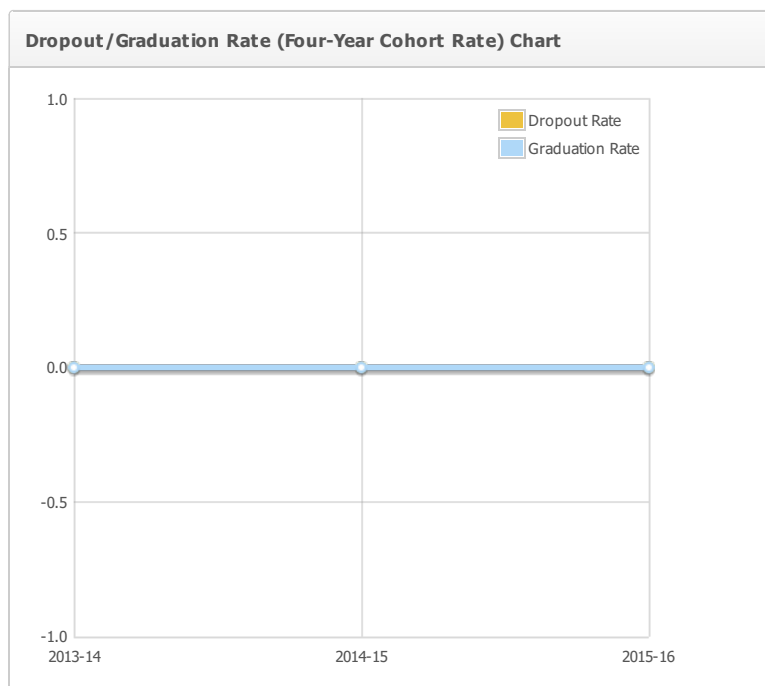
Last updated: 1/18/2018

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	91.1%	93.8%	89.9%	81.0%	82.3%	83.8%



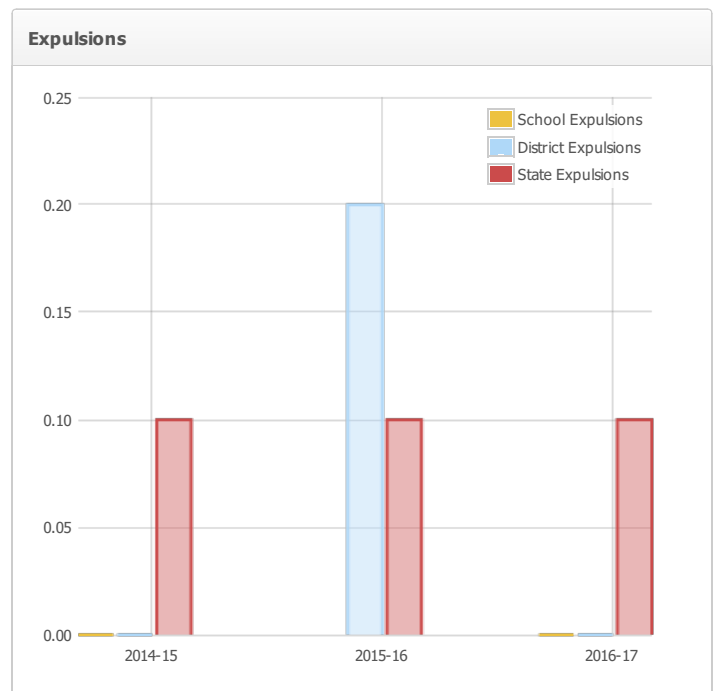
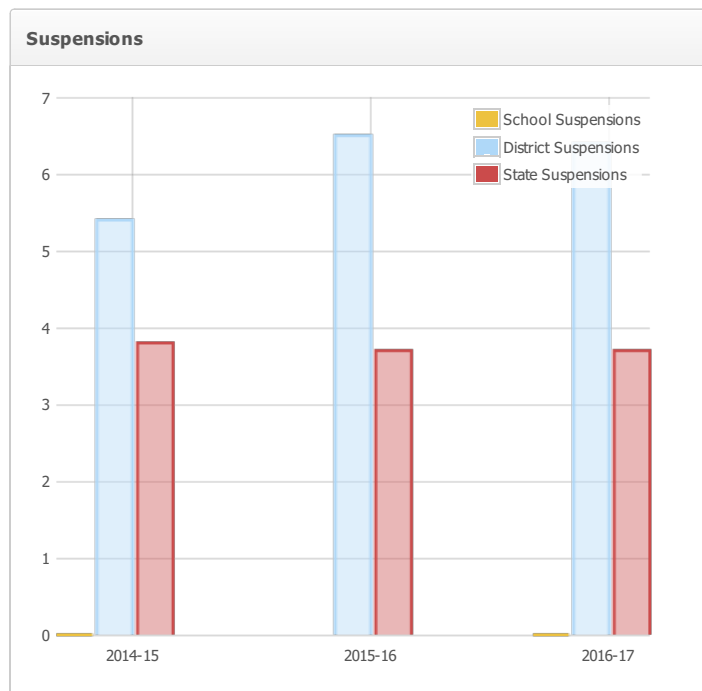
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	0.0%	5.4%	6.5%	6.4%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

Freedom Home School has a Safe School Plan that will be reviewed and updated annually. Plans will be reviewed with staff annually often at the beginning of each School Year. Our School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Freedom Home School's comprehensive safety plan was reviewed and updated in September of 2017 by the FHS faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Last updated: 1/11/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6%

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	6.0	1	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	6.0	1	0	0
Science	0.0	0	0	0	0.0	0	0	0	6.0	1	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	6.0	1	0	0

* 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.

Last updated: 1/11/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/11/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$7691.5	\$61727.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-200.0%

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

Last updated: 1/11/2018

Types of Services Funded (Fiscal Year 2016-17)

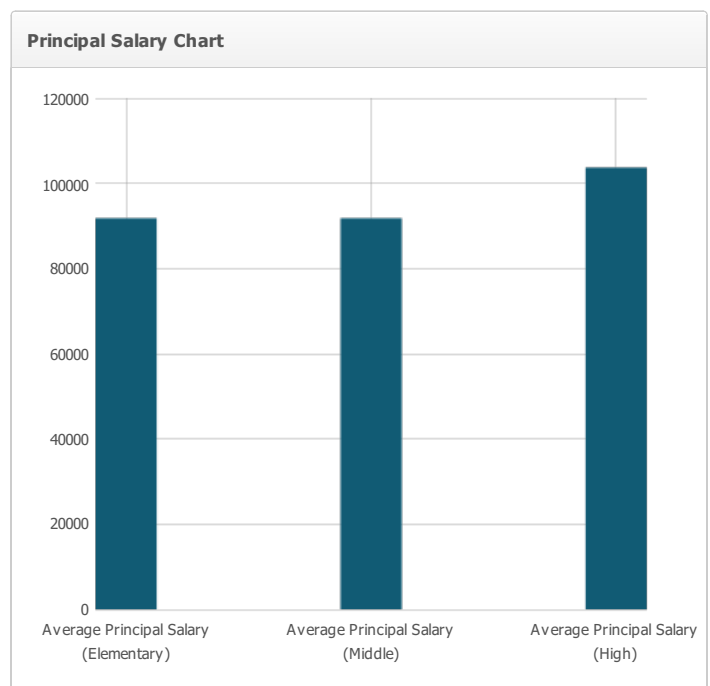
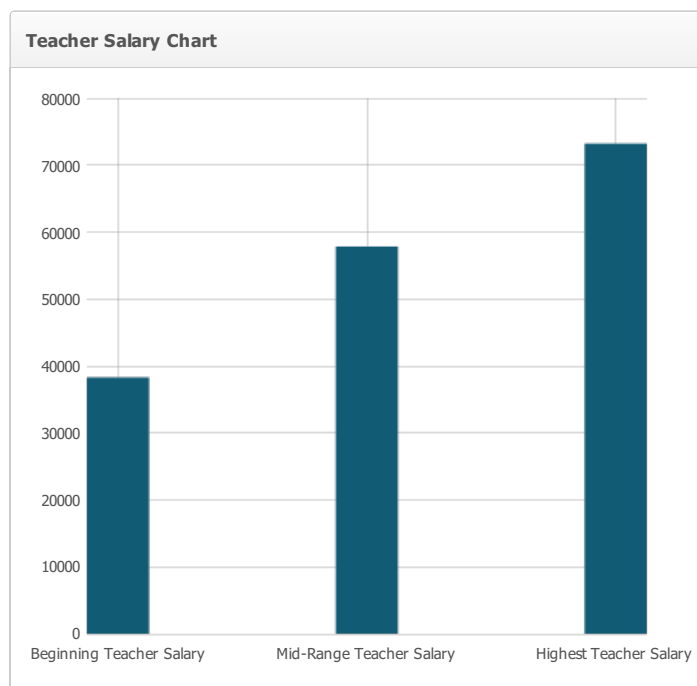
The district currently provides support to students through Title I, ELA, and EIA funds. After school tutoring and reading labs are the primary source of expenditures in these categories as well as salaries and professional development for teachers providing support for these students.

Last updated: 1/11/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,299	\$44,144
Mid-Range Teacher Salary	\$57,838	\$69,119
Highest Teacher Salary	\$73,211	\$86,005
Average Principal Salary (Elementary)	\$91,808	\$106,785
Average Principal Salary (Middle)	\$91,808	\$111,569
Average Principal Salary (High)	\$103,712	\$121,395
Superintendent Salary	\$147,615	\$178,104
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/11/2018

Professional Development

FHS Staff participate in district initiated professional development opportunities throughout the school year. Additional professional development is focused on student achievement on standards based curriculum, compliance with Independent Study operations, and best practices for learning through the independent study model. This is accomplished by attendance at the California Consortium for Independent Study Annual Conference and through weekly staff meetings to discuss student progress and needed program changes based on student data, to provide the optimal learning experience for all Freedom Home School students.

Last updated: 1/18/2018