

HomeTech Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/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 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.

2023-24 School Contact Information

School Name	HomeTech Charter School
Street	6249 Skyway
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.1171
Principal	Julie Crandall
Email Address	jcrandall@hometech.org
School Website	hometech.org
County-District-School (CDS) Code	04-61531-6112585

2023-24 District Contact Information

District Name	HomeTech Charter School
Phone Number	530.872.1171
Superintendent	Julie Crandall
Email Address	jcrandall@hometech.org
District Website	www.hometech.org

2023-24 School Description and Mission Statement

HomeTech Charter School is a WASC-accredited, personalized learning, free public charter school. We provide two distinct educational program options: hybrid and home study. The hybrid program combines a home school model with classroom-based instruction. Our students come to school for core, enrichment, and elective classes. They receive instruction from qualified and caring teachers and have the opportunity to interact with other students. Students receive a packet for independent study at home. Our Success Classes provide open time throughout the week for students to receive extra help from a teacher when needed. Complete with computers, student work areas provide a space for students to study on campus every weekday.

Our campus is safe, welcoming, and student and family-friendly. HomeTech Charter School emphasizes student/school/family communication, with weekly one-on-one teacher/student meetings and online access through the Aeries portal, allowing parents and students to remain current on assignments, grades, attendance, and more. HomeTech students receive full academic, social, and emotional support, including individual tutoring and counseling. A Credit Recovery and Early Graduation program are available to all students.

Mission:

HomeTech creates a welcoming and engaging learning environment by incorporating classroom learning and independent study. Our flexible schedule and small class sizes allow students to build confidence in achieving current and future success. Caring staff are committed to serving students academically, socially, and emotionally to meet their full potential in and out of the classroom.

Vision:

HomeTech Charter provides all students with clear pathways leading to their post-secondary academic and vocational goals. Pathways will be paved with partnerships created between our school and community. Teachers will provide the framework for a student-driven, integrated curriculum and act as a consistent resource to guide students toward success.

HomeTech Charter School is working to align all site plans with a focus on two broad goals:

1. Creating engaging, consistent, and rigorous learning environments that support increases in student achievement.
2. Providing students with a safe and supportive school environment that addresses and builds social, emotional, and mental wellness skills so students can successfully make grade-level, college, and career transitions.

2023-24 School Description and Mission Statement

The implementation and effectiveness of schoolwide goals and actions are monitored throughout the year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 3	2
Grade 4	3
Grade 5	2
Grade 6	2
Grade 7	4
Grade 8	8
Grade 9	9
Grade 10	15
Grade 11	15
Grade 12	22
Total Enrollment	83

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.4%
Male	38.6%
American Indian or Alaska Native	3.6%
Asian	1.2%
Hispanic or Latino	8.4%
Two or More Races	10.8%
White	75.9%
Foster Youth	1.2%
Homeless	1.2%
Socioeconomically Disadvantaged	77.1%
Students with Disabilities	27.7%

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.

2020-21 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)	4.10	75.82	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	24.00	7.30	6.02	12115.80	4.41
Unknown	0.00	0.00	10.20	8.33	18854.30	6.86
Total Teaching Positions	5.50	100.00	122.80	100.00	274759.10	100.00

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.

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)	2.10	40.00	87.30	77.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.67	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	9.44	6.70	6.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	50.56	7.30	6.56	11953.10	4.28
Unknown	0.00	0.00	7.80	6.94	15831.90	5.67
Total Teaching Positions	5.40	100.00	112.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	2.70
Total Out-of-Field Teachers	1.30	2.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook, novels and supplemental materials are standards aligned and meet the needs of an independent study program. Supplemental materials are used to differentiate instruction and meet individual student needs.

Year and month in which the data were collected	January 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Evan Moor, Language Fundamentals (K-6) Evan Moor, Daily Reading Comprehension (K-6) Evan Moor, Read and Understand Poetry (K-6) Evan-Moor, Spell & Write (K-6) Evan-Moor, Daily 6-Trait Writing (K-6)</p> <p>Grade 7-8 Standards-Based Teacher-Created Curriculum</p> <p>Literature units include complete novels and genre-based texts for grades 7-8.</p> <p>Grade 7 Novels Beowulf: New Telling by Robert Nye The Miracle Worker by William Gibson Ghost in the Tokaido Inn by Dorothy & Thomas Hoobler</p> <p>Grade 8 Novels Animal Farm by George Orwell The Giver by Lois Lowry Call of the Wild by Jack London</p> <p>Grade 9-12 Standards-Based Teacher-Created Curriculum</p> <p>Literature units include complete novels and genre-based texts for grades 9-12.</p> <p>Grade 9 Novels Of Mice and Men by John Steinbeck Romeo and Juliet by William Shakespeare Night by Eli Wiesel</p> <p>Grade 10 Novels To Kill a Mockingbird by Harper Lee Macbeth by William Shakespeare The Great Gatsby by F. Scott Fitzgerald</p> <p>Grade 11 Novels Hamlet by William Shakespeare Unbroken by Laura Hildebrand</p> <p>Grade 12 Novels Lord of the Flies by William Golding Into the Wild by Jon Krakauer The Things They Carried by Tim O'Brian</p>	Yes	0%
Mathematics	<p>Saxon Math (TK-6) Spectrum Math (K-6) McGraw Hill, 2016 (7th) Maneuvering the Middle (Gr 7-8) All Things Algebra (Gr 7) Maneuvering the Middle; Math Light Pre-Algebra Maneuvering the Middle, Algebra 1; Math Light Algebra 1 Maneuvering the Middle, Algebra 1; Math Light Algebra 1 All Things Algebra, Geometry All Things Algebra, Algebra 2</p>	Yes	0%

Science	Studies Weekly (K-6) Middle School Life Science Curriculum by Laney Lee (7th) The Trendy Science Teacher Physical Science Curriculum (8th) The Trendy Science Teacher Biology Curriculum Spectacular Science - Earth & Space; Earth and Space Science - Science Lessons that Rock The Chemistry Corner for High School Chemistry	Yes	0%
History-Social Science	Studies Weekly (grades TK-6) Grades 9-12 Standards-Based Teacher Created Curriculum <ul style="list-style-type: none"> • History-Social Science World History • US History • American Government/ Economics 	Yes	0%
Foreign Language	Asi se dice! Spanish 1, © 2016 (grades 9-12)	Yes	0%
Visual and Performing Arts	Common Core materials purchased specifically for independent study	Yes	0%

School Facility Conditions and Planned Improvements

HomeTech Charter School has been in its current building since the 17-18 school year. HomeTech leases space (~8,900 sq. ft.) in a building which includes six classrooms, nine offices, a front office, a conference room/library and a student work area. The building and the grounds are well maintained and provide students with a safe, comfortable school environment. HomeTech has janitorial service to maintain a clean and orderly physical environment.

Year and month of the most recent FIT report August 11, 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
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Overall Facility Rate

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	20	36	35	47	46
Mathematics (grades 3-8 and 11)	20	5	28	27	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	65	54	83.08	16.92	20.37
Female	41	37	90.24	9.76	29.73
Male	24	17	70.83	29.17	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	--	--	--	--	--
White	52	42	80.77	19.23	21.43
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	42	84.00	16.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	7	58.33	41.67	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	65	55	84.62	15.38	5.45
Female	41	37	90.24	9.76	5.41
Male	24	18	75.00	25.00	5.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	--	--	--	--	--
White	52	43	82.69	17.31	4.65
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	43	86.00	14.00	4.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	7	58.33	41.67	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.79	13.73	22.02	18.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	52	86.67	13.33	13.73
Female	37	33	89.19	10.81	6.25
Male	23	19	82.61	17.39	26.32
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
White	50	43	86.00	14.00	16.28
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	37	86.05	13.95	13.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	9	69.23	30.77	--

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
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2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission

93.44

2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission

0

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	50%	50%	50%	50%	50%
Grade 7	80%	80%	80%	80%	80%
Grade 9	60%	60%	60%	60%	60%

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.

2023-24 Opportunities for Parental Involvement

At HomeTech, staff and administration encourage parents to be involved in the school through various activities. Parents are encouraged to run for one of two parent seats on our school board. Parent board members are elected by other parents and serve at least two years. They work with school and community members, participating in monthly meetings, monitoring and allocating funds, making policy decisions, ensuring school compliance, and evaluating the school leader, among other shared governance responsibilities.

Two parents serve on HomeTech's WASC committee, providing parent insight and feedback on the Self-Study process.

Parental involvement is encouraged at the beginning of the year as a way for parents to have the opportunity to ask certificated staff questions and learn more about our program. HomeTech invites parents to workshops provided through the Butte County Office of Education and other local agencies. In addition, parents have dedicated time each year to meet with their child's advisory teacher to discuss progress, plans, and other opportunities offered by HomeTech.

HomeTech has several ways of communicating with parents, including our regularly updated webpage, Facebook page, and Instagram account, as well as access to the Aeries Parent Portal. HomeTech periodically communicates with parents regarding school events and notices via text messages, emails, and phone calls. Parent feedback is solicited in our Parent LCAP survey as part of the ongoing improvement process.

For questions regarding parent involvement, please contact Julie Crandall, Principal/Superintendent, at (530) 872-1171.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13	25	31	6.9	8	13.3	9.4	7.8	8.2
Graduation Rate	78.3	70.8	62.1	89.7	89.9	85.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	29	18	62.1
Female	13	11	84.6
Male	16	7	43.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	19	14	73.7
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	13	6	46.2
Socioeconomically Disadvantaged	27	17	63.0
Students Receiving Migrant Education Services	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	160	141	22	15.6
Female	86	75	8	10.7
Male	74	66	14	21.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	2	33.3
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	22	17	6	35.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	13	3	23.1
White	116	104	11	10.6
English Learners	1	0	0	0.0
Foster Youth	1	1	1	100.0
Homeless	20	16	6	37.5
Socioeconomically Disadvantaged	127	108	20	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	37	8	21.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.26	1.95	0.00	1.60	7.71	7.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

One of our most important educational tasks is to ensure a safe and comfortable place where students can learn. HomeTech follows the requirements of Education Code 47605(b)(5)(F) pursuant to the CA Charter Schools Act. The development of our school safety plan includes specific strategies for creating a safe environment for students and staff. The school safety plan is reviewed and updated by the school safety team by March 1 each year. The plan is presented to the Board of Directors in a regularly scheduled meeting. The plan is reviewed with staff periodically during staff meetings each year.

The components of the plan meet or exceed requirements established in Ed Code 32282(a)(2)(A)-(L). The plan complies with existing laws related to school safety, and shall include all of the following:

- a. child abuse reporting procedures
- b. disaster procedures
- c. serious acts leading to suspension/expulsion
- d. notifying teachers of dangerous pupils
- e. discrimination/harassment
- f. inclusion of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel"
- g. safe entry into and exit from the school (pupils, parents, and staff)
- h. a safe and orderly environment conducive to learning at the school.
- i. rules and procedures on school discipline
- j. tactical responses to criminal incidents procedures, including individuals with guns on school campuses and at school-related functions
- k. dangerous, violent, or unlawful activity response procedures
- l. opioid overdose procedures

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
3	1	1		
Other	24		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
4	1	1		
Other	17	1		

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	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	1	0	0
5	1	1	0	0
6	0	0	0	0
Other	8	1	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	14	7	2	
Mathematics	10	7	1	
Science	14	5		
Social Science	11	8	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	9		
Mathematics	7	8		
Science	9	5		
Social Science	9	8	2	

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	12	7	0	0
Mathematics	5	11	0	0
Science	12	3	1	0
Social Science	8	9	0	0

2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	14782	1158	13624	71916
District	N/A	N/A	7231	\$74,223
Percent Difference - School Site and District	N/A	N/A	61.3	1.4
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	69.5	-9.6

Fiscal Year 2022-23 Types of Services Funded

Programs and supplemental services include:

- Direct to the classroom: teachers, instructional assistants, books, materials, supplies, equipment
- Classroom support: includes the principal, office staff, curriculum support, technology support, maintenance/operations of the school building
- Engagement support: social-emotional support, academic counseling, workshops and elective courses, concurrent enrollment, field trips, and on-site social events.
- District/County support: special education services, staff development, and business office services

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,060	\$47,616
Mid-Range Teacher Salary	\$62,170	\$75,580
Highest Teacher Salary	\$101,468	\$100,485
Average Principal Salary (Elementary)	\$113,010	\$114,067
Average Principal Salary (Middle)	\$101,545	\$123,622
Average Principal Salary (High)	\$123,988	\$125,386
Superintendent Salary	\$163,000	\$157,977
Percent of Budget for Teacher Salaries	23.37%	27.82%
Percent of Budget for Administrative Salaries	4.65%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

In 23-24 26 of 27 days were partial professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	27

