

HomeTech Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	HomeTech Charter School
Street	6249 Skyway
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.1171
Principal	Michael Ervin
E-mail Address	mervin@hometech.org
Web Site	www.hometech.org
CDS Code	04-61531-6112585

District Contact Information	
District Name	HomeTech Charter School
Phone Number	530.872.6400
Superintendent	Michelle John
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

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

School Description:

HomeTech Charter School is a WASC accredited, personalized learning, free public charter school. It is a hybrid program, combining a home school model with classroom attendance. Our students come to school for core, enrichment and elective classes receiving instruction from qualified and caring teachers and interacting with other students; they then 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. Student work areas provide a place for students to work on campus every weekday, with access to computers and printers.

Our campus is safe, welcoming and friendly for students and families. HomeTech Charter School emphasizes student/school/family communication, with weekly one-on-one teacher/student meetings and our online Aeries portal where parents and students can keep up to date on assignments, grades, attendance and more. HomeTech students receive full academic, social and emotional support, including intervention programs to target individual learning needs, a Credit Recovery program and an Early Graduation program. We have a counselor and special education teacher on-site.

HomeTech Charter School provides a unique alternative to traditional school settings, combining the benefits of independent study with a supportive classroom and campus experience.

Mission:

HomeTech Charter School offers a unique educational experience as an alternative to traditional school settings. Our mission is to engage and educate the whole student by serving and providing direct support in a flexible, dynamic manner. Our techniques will expand the boundaries of traditional education, inspiring students to reach their full potential.

Vision:

At HomeTech Charter School, all students will be provided 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 guiding students toward success.

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	4
Grade 3	3
Grade 4	5
Grade 5	5
Grade 6	1
Grade 7	15
Grade 8	21
Grade 9	19
Grade 10	19
Grade 11	21
Grade 12	19
Total Enrollment	139

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.9
Asian	0.7
Filipino	0
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0
White	74.1
Two or More Races	3.6
Socioeconomically Disadvantaged	74.1
English Learners	0
Students with Disabilities	25.9
Foster Youth	4.3

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	2017-18
With Full Credential	8	8	8	8
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: January 2018

HomeTech Charter School uses the Paradise Unified School District's recommended curriculum whenever possible. In some cases, a different textbook is chosen that lends itself better to independent study. Often, supplemental materials are provided to support students in their independent learning endeavors. Any new or supplemental purchases are California state standards-aligned.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 (grades K-6) The Language of Literature, McDougal Littell, ©2002 (grades 7-12)	Yes	0%
Mathematics	Materials purchased specifically for independent study		0%
Science	Harcourt Science Program, ©2000 (grades K-5) Prentice Hall Science Explorer, ©2001 (grades 6-8) Holt Science Spectrum: Physical Science, ©2001 and Holt Biology, ©1998 (grades 9-12)	Yes	0%
History-Social Science	Pending new adoption		0%
Health	Modern Health, Glencoe, ©1940	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

HomeTech Charter School moved and began the 2017-18 school year in a new building. 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 weekly janitorial service to maintain a clean and orderly physical environment.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			<ul style="list-style-type: none"> • No gas leaks were detected at the time of inspection. • HVAC filters are changed regularly and maintenance is continuous. • The site has one standard septic system that is evaluated as required by the Town of Paradise.
Interior: Interior Surfaces	X			<ul style="list-style-type: none"> • Wall surfaces and classrooms are painted and clean.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<ul style="list-style-type: none"> • The site is in good repair and maintained in a clean condition. • No pest/vermin infestation was observed.
Electrical: Electrical	X			<ul style="list-style-type: none"> • Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			<ul style="list-style-type: none"> • Restrooms are in good order, well stocked and clean. • Drinking fountains receive regular maintenance and daily cleaning.
Safety: Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> • Fire extinguishers are serviced annually and checked monthly. New fire alarm system is in good condition. • No hazardous materials were identified. Chemical cleaners are stored out of reach of students. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	X			<ul style="list-style-type: none"> • No structural damage was observed. • The roof is in good condition; maintenance is done by the landlord.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> • Some minor adjustments on all hardware are being done by the landlord. • The grounds are maintained by the landlord.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	28	40	41	48	48
Mathematics (grades 3-8 and 11)	14	14	26	30	36	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.

**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	96	83	86.46	27.71
Male	43	35	81.4	25.71
Female	53	48	90.57	29.17
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	14	14	100	35.71
White	72	59	81.94	30.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	57	82.61	24.56
English Learners	--	--	--	--
Students with Disabilities	21	13	61.9	7.69

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

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

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

**CAASPP Test Results in 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	96	86	89.58	13.95
Male	43	37	86.05	18.92
Female	53	49	92.45	10.2
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	14	14	100	21.43
White	72	62	86.11	11.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	60	86.96	10
English Learners	--	--	--	--
Students with Disabilities	21	14	66.67	7.14

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.

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

Subject	Percent 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)	30	33	57	56	60	56

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.

Career Technical Education Programs (School Year 2016-17)

High school students at HomeTech Charter School have access to Butte College courses through the concurrent enrollment program. Students can choose from a variety of CTE programs.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	56.12
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	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 areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.1	11.1	11.1
9	23.1	15.4	

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.

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)

Opportunities for parent involvement include:

- Governing Board (two parent members)
- Conferences
- Workshops
- Field trips
- Tutoring sessions

State Priority: Pupil Engagement

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	27.6	34.6	21.4	9.3	13.4	6.5	11.5	10.7	9.7
Graduation Rate	72.41	50	67.86	88.1	82.61	89.81	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	66.67	84.82	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	0	94.42
Filipino	0	100	93.76
Hispanic or Latino	40	77.27	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	81.82	87.11	90.99
Two or More Races	33.33	75	90.59
Socioeconomically Disadvantaged	62.5	80.88	63.9
English Learners	0	33.33	55.44
Students with Disabilities	60	78.26	85.45
Foster Youth	25	14.29	68.19

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	0.0	1.7	9.4	8.1	7.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.5	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

HomeTech Charter School's safety plan exists to insure the health and safety of all students and staff members all year long. The plan is reviewed annually by all staff members and board members and is posted on our school website (www.hometech.org).

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		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	8	1		20	2	5		21	4	1	1
Mathematics	8	8			9	8			9	9		
Science	13	5	1		15	3	2		17	3	2	
Social Science	11	8	1		16	3	4		19	3	2	1

Note: 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.

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	.6	150
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1.2	N/A
Other	0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8571	2185	5072	63246
District	N/A	N/A	5056	\$66,368
Percent Difference: School Site and District	N/A	N/A	0.3	8.3
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	6.9	0.1

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

Types of Services Funded (Fiscal Year 2016-17)

Programs and supplemental services include:

- Direct to classroom: teachers, instructional assistants, books, materials, supplies and equipment
- Classroom support: includes the principal, office staff, curriculum support, maintenance and operations of school buildings and grounds maintenance
- District/County support: special education services, staff development, and business office services

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$44,144
Mid-Range Teacher Salary	\$56,064	\$69,119
Highest Teacher Salary	\$98,612	\$86,005
Average Principal Salary (Elementary)	\$93,996	\$106,785
Average Principal Salary (Middle)	\$96,938	\$111,569
Average Principal Salary (High)	\$100,034	\$121,395
Superintendent Salary	\$155,500	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional development is a part of our site plan and a major component of instructional support to teachers. The professional development program provides opportunities for teachers to implement the school's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies.