# HomeTech Charter School

## 2021 School Accountability Report Card

## 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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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. |

## 2021-22 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 |

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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 space for students to work on campus every weekday, with access

## 2021-22 School Overview

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 individual tutoring, school counselor and caring staff. A Credit Recovery program and an Early Graduation program are available to all students.

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.

# About this School

## 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 2 |
| **Grade 1** | 5 |
| **Grade 2** | 3 |
| **Grade 3** | 5 |
| **Grade 4** | 2 |
| **Grade 5** | 3 |
| **Grade 6** | 5 |
| **Grade 7** | 8 |
| **Grade 8** | 17 |
| **Grade 9** | 17 |
| **Grade 10** | 19 |
| **Grade 11** | 23 |
| **Grade 12** | 23 |
| **Total Enrollment** | 132 |

## 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **American Indian or Alaska Native** | 1.5 |
| **Asian** | 0.8 |
| **Filipino** | 0.8 |
| **Hispanic or Latino** | 10.6 |
| **Two or More Races** | 9.8 |
| **White** | 76.5 |
| **Foster Youth** | 0.8 |
| **Homeless** | 16.7 |
| **Socioeconomically Disadvantaged** | 83.3 |
| **Students with Disabilities** | 18.9 |

## 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

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

## 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)** | 4.1 | 75.8 | 98.3 | 80.1 | 228366.1 | 83.1 |
| **Intern Credential Holders Properly Assigned** | 0.0 | 0.0 | 1.6 | 1.3 | 4205.9 | 1.5 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.0 | 0.0 | 5.2 | 4.2 | 11216.7 | 4.1 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 1.3 | 24.0 | 7.3 | 6.0 | 12115.8 | 4.4 |
| **Unknown** | 0.0 | 0.0 | 10.2 | 8.3 | 18854.3 | 6.9 |
| **Total Teaching Positions** | 5.5 | 100.0 | 122.8 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 |
|---|---|
| **Permits and Waivers** | 0.0 |
| **Misassignments** | 0.0 |
| **Vacant Positions** | 0.0 |
| **Total Teachers Without Credentials and Misassignments** | 0.0 |

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 |
|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.0 |
| **Local Assignment Options** | 1.3 |
| **Total Out-of-Field Teachers** | 1.3 |

## 2020-21 Class Assignments

| Indicator | 2020-21 |
|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

| | |
|---|---|
| **Year and month in which the data were collected** | January 2022 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Legacy of Literacy, Houghton MIfflin, © 2003 (grade TK/K)<br>Evan Moore Reading/Language (c) 2010 (grades TK-6)<br>The Language of Literature, McDougal Littell, © 2002 (grades 7-8) | Yes | 0% |
| **Mathematics** | Saxon Home School Edition (c) 2005, 2002, 1994 (grades TK-6)<br>Spectrum Math (c) 2015 (grades TK-6)<br>McGraw Hill-Glencoe Math Course 2 & 3 © 2016 (Grades 7-8)<br>Common Core materials purchased specifically for independent study | Yes | 0% |
| **Science** | Studies Weekly (grades TK-6)<br>Evan Moore Science (grades TK-6)<br>Holt Science, © 2007 (grades 7-8)<br>Holt Science Spectrum: Physical Science, © 2001 (grades 9-12)<br>Holt Science Spectrum: Biology, © 1998 (grades 9-12) | Yes | 0% |
| **History-Social Science** | Studies Weekly (grades TK-6)<br>Prentice Hall (grades 7-8)<br>MacGruders's American Government, © 2016 (grades 9-12)<br>TCI Econ Alive!, The Power to Choose, © 2010 (grades 9-12)<br>TCI History Alive! World Connections, © 2020 (grades 9-12)<br>TCI History Alive! Pursuing American Ideals, © 2019 (grades 9-12) | Yes | 0% |
| **Foreign Language** | Standards-aligned materials purchased specifically for independent study | | |

## 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 daily janitorial service to maintain a clean and orderly physical environment.

| | |
|---|---|
| **Year and month of the most recent FIT report** | June 2021 |

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

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

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

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

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 59 | 40 | 67.8 | 32.2 | 30 |
| **Female** | 31 | 21 | 67.74 | 32.26 | 38.1 |
| **Male** | 28 | 19 | 67.86 | 32.14 | 21.05 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **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** | 47 | 32 | 68.09 | 31.91 | 31.25 |
| **English Learners** | 0 | 0 | 0 | 0 | 0 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 44 | 26 | 59.09 | 40.91 | 26.92 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 11 | 7 | 63.64 | 36.36 | -- |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 59 | 41 | 69.49 | 30.51 | 7.32 |
| **Female** | 31 | 22 | 70.97 | 29.03 | 9.09 |
| **Male** | 28 | 19 | 67.86 | 32.14 | 5.26 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **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** | 47 | 33 | 70.21 | 29.79 | 6.06 |
| **English Learners** | 0 | 0 | 0 | 0 | 0 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 44 | 27 | 61.36 | 38.64 | 3.70 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 11 | 7 | 63.64 | 36.36 | -- |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|---|---|---|---|---|
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|---|---|---|---|---|---|
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |
| **Military** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities** | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|---|---|---|---|---|
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |
| **Military** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities** | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | N/A | 8.70 | N/A | 21.53 | N/A | 28.72 |

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 42 | 23 | 54.76 | 45.24 | 8.70 |
| **Female** | 26 | 15 | 57.69 | 42.31 | 13.33 |
| **Male** | 16 | 8 | 50.00 | 50.00 | -- |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | -- | -- | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 26 | 13 | 50.00 | 50.00 | 15.38 |
| **English Learners** | 0 | 0 | 0 | 0 | 0 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 12 | 6 | 50.00 | 50.00 | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 34 | 18 | 52.94 | 47.06 | 5.56 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 2020-21 Career Technical Education Programs

As part of HomeTech's high school graduation requirement, all students must pass a semester of Career & College using the Career Choices and Changes textbook.
High school students have access and opportunity to enroll in career and vocational classes through Butte Community College as part of HomeTech's concurrent enrollment program. There students can choose from a variety of CTE programs.

## 2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | |
| **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 |
|---|---|
| **2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission** | 93.9 |
| **2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with “N/A.”

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| **Grade 5** | N/A | N/A | N/A |
| **Grade 7** | N/A | N/A | N/A |
| **Grade 9** | N/A | N/A | N/A |

## 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.

### 2021-22 Opportunities for Parental Involvement

At HomeTech, staff and leadership encourage parents to be involved in the school through various activities. Parents are encouraged to run for a seat on our school board. There are two seats on HomeTech's board specifically for parents. Parent board members are elected by other parents and serve a minimum of two years to work together with school and community members by participating in monthly meetings and making budget decisions (monitoring and allocating of funds), as well as policy decisions and other shared governance responsibilities.

Parental involvement is required at the beginning of the year giving parents an opportunity to ask questions and learn more about our program with one of our certificated staff. In addition, parents have dedicated time two times per year to meet with their child's advisory teacher to discuss progress, future plans and opportunities offered by HomeTech. As part of our ongoing improvement, parent feedback is solicited two times per year including a fall/winter family survey and the spring LCAP survey. This allows parents to provide input on programs, services and overall school operation. HomeTech parents are also invited to attend parent workshops provided through the Butte County Office of Education and other local agencies. HomeTech has several ways of communicating with parents including our regularly updated webpage, Facebook page, Instagram account as well as access to the Aeries Parent Portal. HomeTech regularly communicates with parents regarding school events and notices via text messages, emails and phone calls.

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 22.2 | 25.0 | 13.0 | 13.2 | 14.0 | 6.9 | 9.0 | 8.9 | 9.4 |
| **Graduation Rate** | 74.1 | 62.5 | 78.3 | 81.7 | 82.1 | 89.7 | 84.5 | 84.2 | 83.6 |

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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** | 23 | 18 | 78.3 |
| **Female** | 15 | 13 | 86.7 |
| **Male** | -- | -- | -- |
| **American Indian or Alaska Native** | 0 | 0 | 0.00 |
| **Asian** | 0 | 0 | 0.00 |
| **Black or African American** | 0 | 0 | 0.00 |
| **Filipino** | 0 | 0 | 0.00 |
| **Hispanic or Latino** | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | -- | -- | -- |
| **White** | 12 | 11 | 91.7 |
| **English Learners** | 0.0 | 0.0 | 0.0 |
| **Foster Youth** | 0.0 | 0.0 | 0.0 |
| **Homeless** | 21 | 17 | 81.0 |
| **Socioeconomically Disadvantaged** | 23 | 18 | 78.3 |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0 |
| **Students with Disabilities** | -- | -- | -- |

## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 159 | 145 | 34 | 23.4 |
| **Female** | 84 | 81 | 14 | 17.3 |
| **Male** | 74 | 64 | 20 | 31.3 |
| **American Indian or Alaska Native** | 2 | 2 | 1 | 50.0 |
| **Asian** | 1 | 1 | 0 | 0.0 |
| **Black or African American** | 0 | 0 | 0 | 0.0 |
| **Filipino** | 1 | 1 | 0 | 0.0 |
| **Hispanic or Latino** | 17 | 17 | 2 | 11.8 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0.0 |
| **Two or More Races** | 14 | 12 | 4 | 33.3 |
| **White** | 124 | 112 | 27 | 24.1 |
| **English Learners** | 0 | 0 | 0 | 0.0 |
| **Foster Youth** | 1 | 1 | 0 | 0.0 |
| **Homeless** | 26 | 22 | 7 | 31.8 |
| **Socioeconomically Disadvantaged** | 135 | 122 | 31 | 25.4 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.0 |
| **Students with Disabilities** | 32 | 27 | 5 | 18.5 |

## 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|---|---|---|---|---|---|---|
| **Suspensions** | 0.00 | 1.26 | 4.12 | 1.60 | 3.47 | 0.20 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| **Suspensions** | 2.70 | 7.38 | 2.45 |
| **Expulsions** | 0.00 | 0.21 | 0.05 |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 1.26 | 0.00 |
| **Female** | 1.19 | 0.00 |
| **Male** | 1.35 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 5.88 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 0.81 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 0.74 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 3.13 | 0.00 |

## 2021-22 School Safety Plan

One of our most important educational tasks is to ensure a safe and comfortable place where students are able to learn. The development of our school safety plan supports this notion with specific strategies for creating a safe environment for students and staff. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes procedures to address disasters, dangerous pupils or persons, child abuse reporting, sexual harrassment, dress code, safe ingress and egress, safe and orderly learning environment, rules of conduct and school discipline guidelines, and suspension and expulsion procedures.

A comprehensive plan for COVID-19 has been added to our plans for the immediate future ad protocols from the California Department of Public Health, Butte County Health Department and and CDC are all in place and followed on our campus.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | 1 | 1 | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other | 7 | 2 | | |

## 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 |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | 1 | 1 | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other | 24 | | 1 | |

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 18 | 5 | 3 | |
| Mathematics | 10 | 9 | | |
| Science | 16 | 3 | 2 | |
| Social Science | 13 | 7 | 2 | |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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** | 11 | 7 | | |
| **Mathematics** | 5 | 9 | | |
| **Science** | 8 | 6 | | |
| **Social Science** | 8 | 9 | | |

## 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 | |

## 2020-21 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** | |

## 2020-21 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 |
| **Library Media Teacher (Librarian)** | 0.1 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 0 |
| **Social Worker** | 0 |
| **Speech/Language/Hearing Specialist** | 0 |
| **Resource Specialist (non-teaching)** | 0 |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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** | 8571.00 | 2185.00 | 5072.00 | 63246.00 |
| **District** | N/A | N/A | 5056.00 | $71,391 |
| **Percent Difference - School Site and District** | N/A | N/A | 0.3 | -12.1 |
| **State** | | | $8,444 | $77,042 |
| **Percent Difference - School Site and State** | N/A | N/A | -49.9 | -19.7 |

## 2020-21 Types of Services Funded

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, technology support, and maintenance/operations of school building
- District/County support: special education services, staff development, and business office services

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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** | $40,060 | $48,119 |
| **Mid-Range Teacher Salary** | $60,700 | $74,665 |
| **Highest Teacher Salary** | $99,998 | $98,160 |
| **Average Principal Salary (Elementary)** | $98,664 | $118,542 |
| **Average Principal Salary (Middle)** | $95,798 | $125,068 |
| **Average Principal Salary (High)** | $120,063 | $133,516 |
| **Superintendent Salary** | $159,000 | $194,199 |
| **Percent of Budget for Teacher Salaries** | 21% | 31% |
| **Percent of Budget for Administrative Salaries** | 4% | 6% |

## 2020-21 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | |

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** | 0 |

## Professional Development

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. Teachers and staff attend professional development either on their own time or during school hours and have substitutes tend to their classes during their absence. During 2020-21, the focus of professional development was on Social Emotional Learning (SEL) and improving student engagement during virtual teaching.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 2 | 2 |

# HomeTech Charter School

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 749 | 204 | 27.24 | 72.76 | 37.44 |
| **Female** | 371 | 106 | 28.57 | 71.43 | 42.45 |
| **Male** | 378 | 98 | 25.93 | 74.07 | 31.96 |
| **American Indian or Alaska Native** | 16 | 2 | -- | 87.50 | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 104 | 27 | 25.96 | 74.04 | 33.33 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 55 | 13 | 23.64 | 76.36 | 30.77 |
| **White** | 567 | 161 | 28.40 | 71.60 | 38.75 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 66 | 12 | 18.18 | 81.82 | 16.67 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 510 | 125 | 24.51 | 75.49 | 29.03 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 139 | 20 | 14.39 | 85.61 | 30.00 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 749 | 195 | 26.03 | 73.97 | 21.03 |
| **Female** | 371 | 100 | 26.95 | 73.05 | 18.00 |
| **Male** | 378 | 95 | 25.13 | 74.87 | 24.21 |
| **American Indian or Alaska Native** | 16 | 2 | -- | 87.50 | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 104 | 26 | 25.00 | 75.00 | 19.23 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 55 | 14 | 25.45 | 74.55 | 28.57 |
| **White** | 567 | 152 | 26.81 | | 21.05 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 66 | 14 | 21.21 | 78.79 | 14.29 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 510 | 121 | 23.73 | 76.27 | 14.05 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 139 | 19 | 13.67 | 86.33 | 15.79 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.