LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: HomeTech Charter School
CDS Code: 04-61531-6112585
School Year: 2026-27
LEA contact information:
Julie Crandall
Principal/Superintendent
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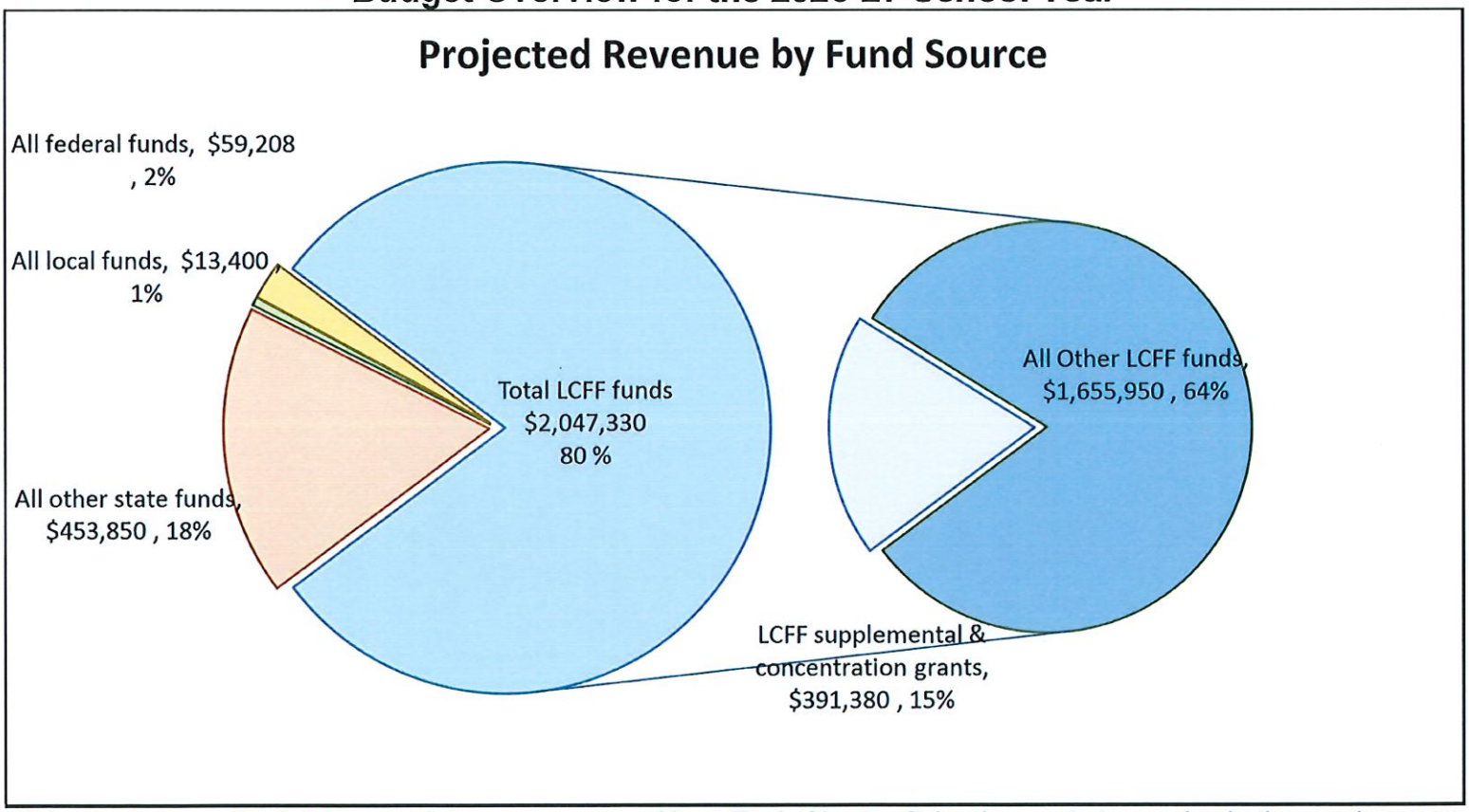
(530) 872-1171

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

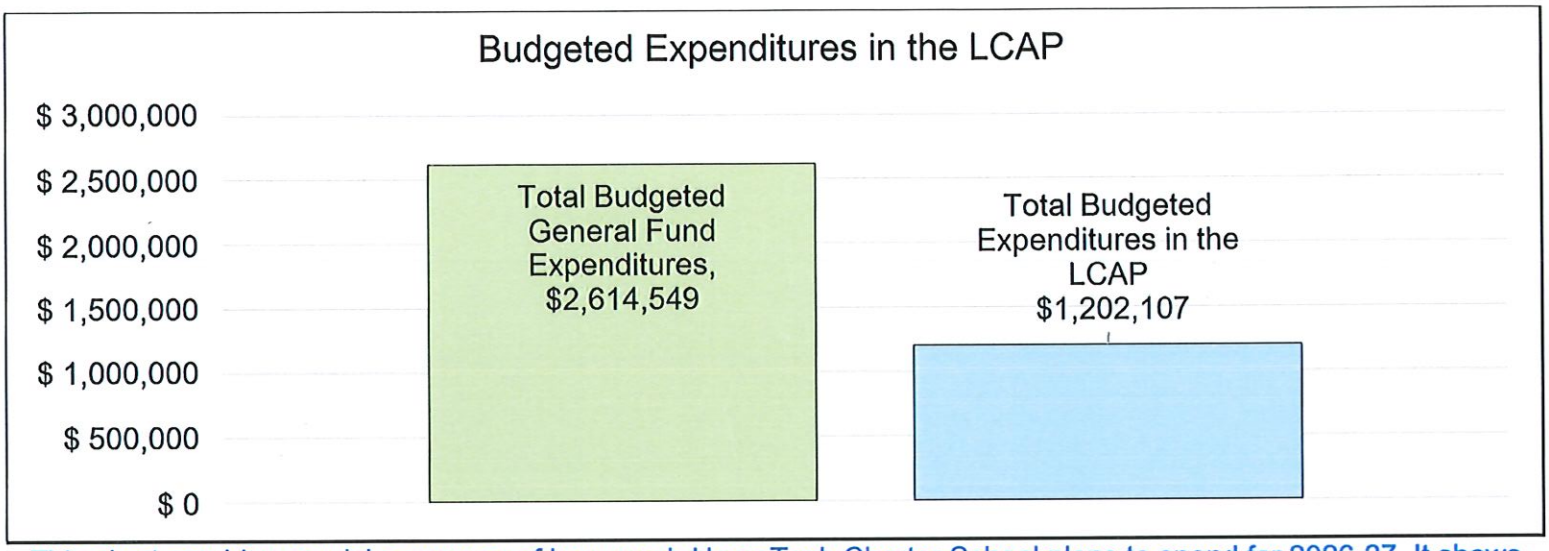


This chart shows the total general purpose revenue HomeTech Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for HomeTech Charter School is $2,573,788, of which $2,047,330 is Local Control Funding Formula (LCFF), $453,850 is other state funds, $13,400 is local funds, and $59,208 is federal funds. Of the $2,047,330 in LCFF Funds, $391,380 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much HomeTech Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: HomeTech Charter School plans to spend $2,6145,49 for the 2026-27 school year. Of that amount, $1,202,107 is tied to actions/services in the LCAP and $1,412,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

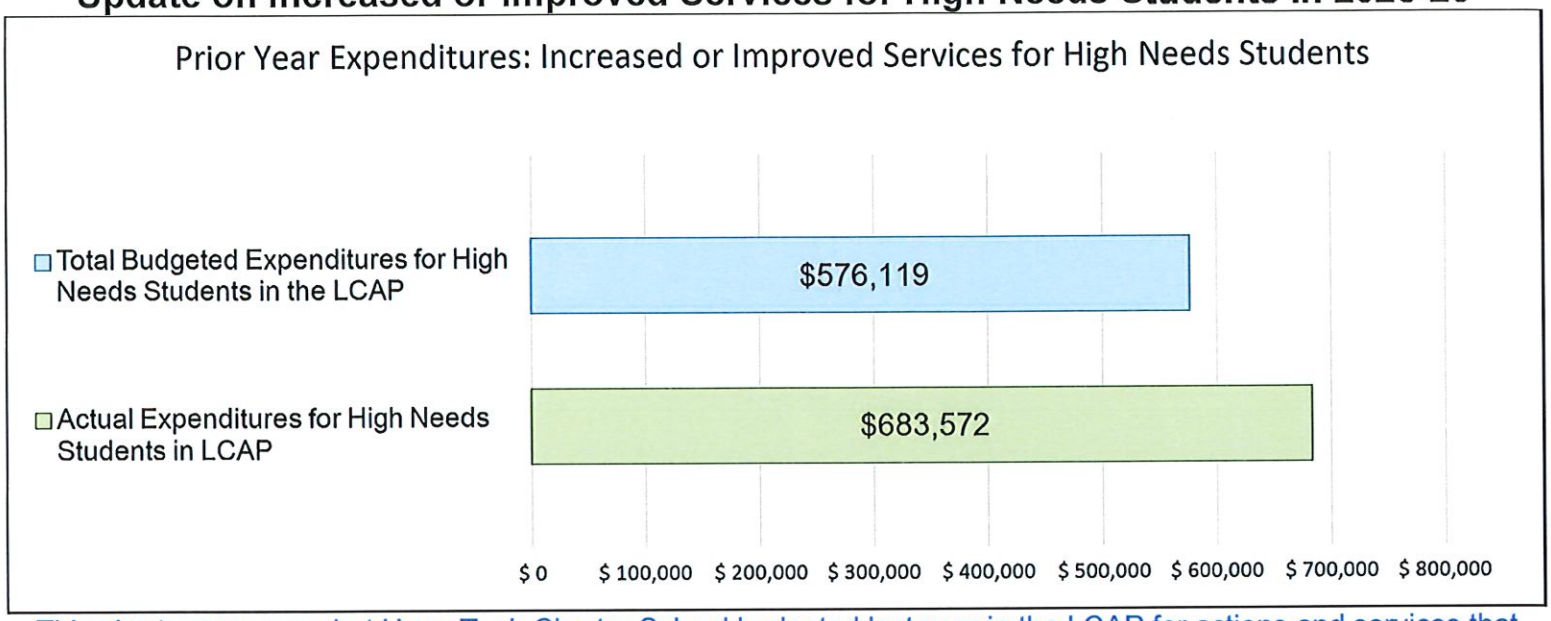
Expenditures not in the LCAP include administrative costs, routine operating costs and special education costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, HomeTech Charter School is projecting it will receive $391,380 based on the enrollment of Foster Youth, English learner, and low-income students. HomeTech Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. HomeTech Charter School plans to spend $651,973 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what HomeTech Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what HomeTech Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, HomeTech Charter School's LCAP budgeted $576,119 for planned actions to increase or improve services for high needs students. HomeTech Charter School actually spent $683,572 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
HomeTech Charter School	Julie Crandall Principal/Superintendent	jcrandall@hometech.org (530) 872-1171

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

HomeTech Charter School is a DASS-qualified, personalized-learning public charter school accredited by WASC. It serves students from Paradise, Magalia, and neighboring communities. Founded in 1994 as a home-based model, HomeTech originally provided families with curriculum and a computer for at-home use. The school has since evolved into a unique program offering two distinct instructional options: hybrid and home study. The hybrid program combines direct classroom instruction with independent study, while the home study program supports fully independent learning with weekly meetings and progress monitoring by a dedicated Home Study Teacher.

Enrollment continues to grow, reaching approximately 145 students in Spring 2026. The student body is about 65% White and 25% Hispanic, with roughly 80% classified as low-income, 25% as students with disabilities, and 10% experiencing homelessness. Historically, about three-quarters of students participate in the hybrid model, receiving on-site instruction and support.

Despite challenges from the fire, the pandemic, and shifting demographics, state and local data show the learning community has emerged stronger. Staff work diligently to offer high-quality academic and elective offerings and provide targeted support services to meet students' evolving needs. This proactive commitment fulfills HomeTech's mission: to create a welcoming, engaging environment with flexible schedules, small classes, and caring staff that empowers every student to build confidence and thrive academically, socially, and emotionally.

HomeTech does not receive Equity Multiplier or Title I funding. HomeTech has not been identified for technical assistance under EC 52071. Approximately $1000 of LREBG funds will be carried forward to the 26-27 school year. An additional allocation of approximately $16,600

(final amount owed) is expected in 26-27. The required needs assessment can be found in the Reflection section of the LCAP, and the funding plan, including required rationale, metrics, expenditures, etc., is located in the Annual Update and Goal 1, Action 3. HomeTech will review the effectiveness of this LREBG-funded action in the 2027-28 LCAP, as required.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

ANNUAL PERFORMANCE AND NEEDS ASSESSMENT

HomeTech Charter School's annual performance reflection is based on a comprehensive review of the California School Dashboard and other relevant local data, including input from educational partners. It highlights successes and challenges over the past year and outlines how HomeTech is responding to the identified needs, particularly for unduplicated student groups that the Dashboard identifies as experiencing lower outcomes. HomeTech maintains detailed backup documentation to support findings.

SUCCESSES

Several key areas show strong performance and improvement in the Year 2 Outcomes. Access to high-quality instructional materials (Metric 1.2), programs/services for unduplicated students and those with IEPs (Metric 1.4), and a broad course of study (Metric 1.12) remain at 100%, consistently meeting or exceeding targets with no change from baseline. Parent/guardian satisfaction reached 98% in both Year 1 and Year 2 surveys (Metric 1.7), well above the >85% target, with very high participation reflecting strong family engagement. The high school dropout rate decreased to 4% overall (Metric 1.11), meeting the <5% target, with reductions across most student groups (e.g., low-income students to 4% and students with disabilities to 3%). The percentage of students earning one or more Fs on report cards dropped to 25% (Metric 1.13), a 7% decrease from the prior year and moving closer to the <20% target. Local assessments demonstrated gains: STAR Reading increased to 58% at/above standard (up 14% overall, with similar gains across student groups, including students classified as low-income, students with disabilities, and Hispanic students), and STAR Math rose to 44% (up 25% overall), nearing or meeting targets of 55% and 40%, respectively, with annual growth of +0.8 grade equivalency. DIBELS early literacy improved 11% to 32% at/above benchmark (Metric 1.15), approaching the 35% target. The 4/5-year graduation rate increased overall by 10% from baseline to 73% (Metric 1.10), with low-income students up 4%, and the 1-year rate rose 3% to 80% (Metric 1.16), progressing toward >85%. a-g completion doubled to 6% (Metric 1.8), exceeding the >5% target. Dropout rates for students with IEPs remained low (nominal change, met <3% goal) (Metric 1.18).

CHALLENGES

Challenges persist in ensuring consistent academic proficiency, attendance, and outcomes across student groups. CAASPP ELA proficiency rose modestly to 22% overall (up 2% from baseline), with gains for students classified as low-income (23%) and Hispanic students (21%), while math increased more substantially to 18% (up 13% overall, with strong gains for students with disabilities at 21%). Both areas indicate the need for continued strengthening of instructional systems to meet the Year 3 targets of 30% in ELA and 15% in math. CAST science dipped initially but recovered to 20% (up 3% overall), with mixed results across student groups (e.g., students classified as low-income up 4%, White students down 9%). Attendance declined to 85% overall (down 9% from baseline), falling short of the 95% target, with chronic absenteeism rising to 23% (up 5–9% overall). The most significant impact was seen among Hispanic students (35%) and students classified as low-income (27%), exceeding the <10% target and signaling a need for deeper engagement and access to systems. Middle school dropout reflected the impact of a single student's disengagement, but returned to 0% in Year 2. High school dropout rates highlighted the need for strengthened retention systems. College preparedness (EAP) showed ELA fluctuations (down to 26%) and math gains (to 11%),

though applicability is limited for DASS schools. Credentialed teachers dropped to 52% (Metric 1.3), though reporting issues (e.g., flexibility under EC 44865) complicate direct comparison to the 100% target. EL progress remains unreportable due to too few students (Metric 1.5). Overall, accelerating academic growth, improving attendance, and closing opportunity and outcome gaps for student groups such as students classified as low-income, Hispanic students, and White students require intensified focus to meet Year 3 targets.

2023 RED INDICATOR REQUIREMENT (REMAINS UNCHANGED FOR THREE-YEAR CYCLE)
As required, based on the 2023 Dashboard, which will remain unchanged during the three-year LCAP cycle, HomeTech identified the following:
-HomeTech Charter School received the lowest performance level (red) on ELA and Math state indicators.
-Student Group within the LEA: The Dashboard identified White students as experiencing the lowest performance level (red) on ELA and Math state indicators.

2025 RED INDICATOR COMPARISON
No red indicators are reported on the Spring 2025 Dashboard.

ADDRESSING IDENTIFIED NEED
HomeTech remains dedicated to continuous improvement and, based on reflections with educational partners, their input, and recent data outcomes, will continue to strengthen academic growth, student engagement, and schoolwide systems to ensure that all students, especially White students and students classified as low-income, receive the support needed to succeed. The school will monitor progress through ongoing data analysis and maintain a strong focus on literacy, mathematics, student agency, and a positive, supportive school environment. HomeTech will also continue refining attendance practices and family engagement to address chronic absenteeism and ensure that every student experiences a safe, connected, and purposeful learning environment. These efforts provide the foundation for the school's priorities in 2026-2027.

NEXT STEPS: 2026-2027
Based on reflections with educational partners, their input, and recent data, HomeTech Charter School enters the 2026-2027 school year with renewed momentum, building on gains in local assessments, graduation rates, and family satisfaction. Attendance and select state outcomes require continued attention, but the absence of red indicators on the Spring 2025 Dashboard confirms progress in targeted areas.

1. High-Quality Instruction, Standards Work, and Academic Supports
-Sustaining high-quality instruction and broad course access
-Continuing data analysis and essential standards work, including regular data chats with students, mailing home STAR scores with math/reading intervention recommendations (K-8), and expanding literacy plans to include grades 9–12
-Building in more packet class support opportunities and additional content-specific classes to support students with IEP-identified learning needs
-Expanding tiered supports, including tutoring, credit recovery, and SAI support classes with clear goals and greater access to the general education curriculum. Additional opportunities for virtual study hall and community-based academic meetings will be explored.

2. Student Well-Being, SEL, and Positive School Culture
-Strengthening SEL and positive culture with a .6 FTE counselor and .4 FTE community schools coordinator supporting SEL, attendance,

family connection, and resource outreach
-Ensuring a more consistent administration of the student climate survey to more reliably determine student needs

3. Family Engagement, Access, and Transition Supports
-Planning the implementation of a transition open house for incoming families, with full implementation in 2027-28.

Aligned with LCAP and WASC goals, these efforts will refine targeted support for all students, ensuring continued growth in skills, confidence, and success within our flexible, caring environment. Staff remains optimistic and fully committed to this path of steady improvement, poised to deliver even stronger outcomes for students, families, and our community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

TECHNICAL ASSISTANCE
HomeTech Charter School has not been identified for or requested technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

HomeTech Charter School has not been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
ADMINISTRATOR AND BOARD OF DIRECTORS	1. The Principal/Superintendent gathers and reports data annually to the Advisory Council and the Board, including, at a minimum, A CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Principal/Superintendent prepares monthly board updates before each meeting. These updates include continuous improvement, professional development efforts, and data and survey results. 3. The Advisory Council and Board receive a Mid-Year Update on LCAP implementation and effectiveness each winter. 4. Each spring, the HomeTech Principal/Superintendent, Advisory Council, and Board of Directors review existing LCAP goals and educational partner input and provide input on proposed goals and actions. Input is collected. 5. A public hearing on the proposed LCAP and budget is held during the regularly scheduled June Board meeting. The public is allowed to comment. The LCAP and budget are adopted at a subsequent June Board meeting.
TEACHERS	1. Data is reviewed, and input is elicited during weekly staff meetings. 2. HomeTech administers a Staff Climate Survey each winter.

Educational Partner(s)	Process for Engagement
	3. Staff provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 4. Mid-year LCAP data is shared with staff, and input is solicited on goals and actions. 5. Implementation and effectiveness of the school action plan are discussed during regularly scheduled and protected staff professional development and workdays.
OTHER SCHOOL PERSONNEL	Due to small staffing, other personnel attend the staff meetings as teachers. All of the same input is elicited as in the teacher section above.
PARENTS/GUARDIANS	1. Parent input is solicited via winter surveys, with links distributed electronically to encourage greater participation. Teachers also provide access to the survey at first-semester conferences. 2. Parents provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 3. Parents provide input to HomeTech staff during regularly scheduled independent study meetings, semester conferences, and email/text communication. 4. Parents provide input through the Charter Advisory Council.
STUDENTS	Student input is solicited via electronic surveys administered each winter. Surveys are administered during class time or during weekly Home Study meetings. Students can also provide input through the Charter Advisory Council.
CHARTER ADVISORY COUNCIL	HomeTech implemented a Charter Advisory Council in 24-25. Four meetings are held each year (two in the fall and two in the spring), culminating in the governing board's annual adoption of the LCAP in the spring. Meeting agendas address continuous improvement efforts: Progress monitoring, implementation, and effectiveness of school plans, monitoring data, and providing input into the decision-making process.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The feedback from HomeTech educational partners directly informs goals, metrics, actions, and budgeted expenditures. Below is a description of how the engagement process influenced the 'next steps' identified in the Reflection section of this LCAP, ensuring that system-

level decisions reflect the perspectives and priorities shared by educational partners.

GOALS INFLUENCED BY FEEDBACK
Goal 1
Educational partners consistently identified academic support as the highest priority. The Charter Advisory Council affirmed the effectiveness of current instructional strategies and emphasized the need to sustain and refine these systems through clear processes and shared leadership. Their feedback reinforced the need to:

- Strengthen data-driven practices, including essential standards work, regular data chats, and clear communication of STAR results to families.
- Expand literacy and intervention supports across grades K-12.
- Increase packet-class and content-specific access for students with IEP-identified learning needs.
- Broaden tiered academic interventions (tutoring, credit recovery, and SAI classes) with clearer goals and stronger alignment to general education.

The CAC also highlighted the importance of improving accessibility and motivation within intervention models. Their recommendations will guide refinements to tutoring structures and the delivery of academic support in 2026-27.

Goal 2
Parents, students, staff, and the Charter Advisory Council expressed strong appreciation for HomeTech's caring environment, safety, and connectedness. Their feedback supported continuing climate-focused actions while expanding SEL and engagement systems. Input emphasized the need to:

- Strengthen SEL, attendance, and family connection through the .6 FTE counselor and .4 FTE community schools coordinator.
- Improve consistency in administering the student climate survey to better identify student needs.

-Plan and phase in a transition open house for incoming families to support smoother onboarding and stronger early engagement.

Educational partners also encouraged increasing the number of family-oriented academic events, expanding hands-on classroom learning, and reducing reliance on weekly packet work to boost engagement and attendance. Although there are resource limitations, these recommendations informed adjustments to next-year actions and helped identify priorities for the upcoming three-year LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create engaging, consistent, and rigorous learning environments that support increases in student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT HOMETECH PLANS TO ACHIEVE
HomeTech staff agrees students need positive reasons to come to school and work toward academic achievement (e.g., extracurricular options that provide engagement and connectedness).

Students need to be met at their academic level without sacrificing academic rigor and accountability. Staff must use data to inform instruction and decision-making, and continue to use support classes, such as Advisory, to match students with caring adults who will ensure they receive academic interventions (ELA and math) and social-emotional support. Staff is committed to having ongoing honest conversations with families to address learning loss and the need for intervention, goal setting, and conducting data chats with students so they become aware of their own needs. Low-income students are significantly behind their peers in math proficiency and should be a focus of data discussions and decisions.

HomeTech staff agrees there is a significant need for transition support. This support begins with identifying and removing barriers that prevent all students from graduating and becoming college- and/or career-ready. This work might start with outreach to parents, asking them to help staff identify barriers and follow up with a robust tiered system of support, including academic interventions, K-6 ELA and math workshops, and placing high school students on an a-g track for graduation, providing trade/skill-based education, and ensuring early identification of students potentially on a college track so all students are exposed to a variety of post-secondary options.

EXPECTED OUTCOMES
As a result of effective implementation and ensuring basic conditions are met, HomeTech will see continued increases in local assessments, which will impact overall achievement on state assessments over time. Additionally, HomeTech anticipates continued positive feedback from

parents and guardians and, by engaging students in their learning, strives to increase attendance and graduation rates and decrease dropout rates. Finally, HomeTech will support college career preparedness by helping students enroll in A-G and college courses. HomeTech is monitoring its capacity to implement a CTE Pathway.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students proficient on the CAASPP ELA % of students proficient on the CAASPP math % of students proficient on the CAST Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 Overall ELA: 20% Student Groups Low income:21% Disabilities: Too few to report Hispanic: Too few to report White: 21% Overall math: 5% Student Groups Low income: 5% Disabilities: Too few to report Hispanic: Too few to report White: 5% Overall CAST: 17% Student Groups Low income: 16% Disabilities: Too few to report Hispanic: Too few to report	Spring 2024 Overall ELA: 20% (no change) Student Groups Low income: 22% (+1%) Disabilities: 7% Hispanic: 18% White: 20% (-1%) Overall math: 10% (+5%) Student Groups Low income: 10% (+5%) Disabilities: 7% Hispanic: 18% White: 5% (no change) Overall CAST: 13% (-4%) Student Groups Low income: 11% (-5%) Disabilities: 8% Hispanic: Too few to report White: 14% (-5%)	Spring 2025 Overall ELA: 22% Student Groups Low income: 23% Disabilities: 7% Hispanic: 21% White: 18% Overall math: 18% Student Groups Low income: 17% Disabilities: 21% Hispanic: 7% White: 18% Overall CAST: 20% Student Groups Low income: 20% Disabilities: 27% Hispanic: 27% White: 10%	30% of students will be at or above standards-SBAC ELA 15% of students will be at or above standards-SBAC math 23% of students will be at or above standards on CAST Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	ELA: Increased 2% and maintained among reported groups Math: increased 13% overall and more than 10% among reported student groups CAST: Increased 3% overall; low income increased 4% and White students declined by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 19%				
1.2	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to high-quality instructional materials	Fall 2024 100% of students have access to high-quality instructional materials Spring 2025 100% of students have access to high-quality instructional materials	Spring 2026 100% of students have access to high-quality instructional materials	100% of students will have access to high-quality instructional materials	No Change- Met Goal
1.3	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of staff are appropriately assigned and credentialed.	Fall 2024 100% of staff are appropriately assigned and credentialed.	Fall 2025 52% of teachers are appropriately assigned and credentialed as now reported on the CA Dashboard	100% of staff will be appropriately assigned and credentialed.	The difference cannot be calculated due to reporting discrepancy; however, data does not account for credentialing flexibility with teacher consent under EC 44865.
1.4	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as measured by the UCP.	Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as	Fall 2025 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled HomeTech students as	No Change- Met Goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			measured by the UCP.	measured by the UCP.	measured by the UCP.	
1.5	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: Dashboard ELPI & DataQuest	2023-2024 No students enrolled as EL	Fall 2024 Too few to publicly report	Fall 2025 Too few to publicly report	100% of ELs will make at least one year's progress toward English proficiency. There are too few students in this student group to report publicly.	No Data
1.6	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th grade test results	Spring 2023 ELA 30% Conditionally Prepared/Prepared Math 0 Conditionally Prepared/Prepared	Spring 2024 ELA 19% Conditionally Prepared/Prepared Math 4% Conditionally Prepared/Prepared	Spring 2025 ELA 26% Conditionally Prepared/Prepared Math 11% Conditionally Prepared/Prepared	>35% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College assessments are not applicable to DASS schools	ELA decreased by 4% Math increased by 11%
1.7	Annual parent input satisfaction/participation Priority 3a-3c Source: Local Survey Results & Committee Rosters	2023-2024 93% of parents/guardians responding to the annual survey are satisfied with HomeTech.	2024-2025 98% of parents/guardians responding to the annual survey are satisfied with HomeTech (Very high participation).	2025-2026 98% of parents/guardians responding to the annual survey are satisfied with HomeTech (Very high participation).	Maintain >85% of students/parents/ guardians indicating they are satisfied with HomeTech.	Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% completion a-g requirements Priority 4b-4d Source: CA Dashboard Additional Reports	Spring 2023 0% completion rate	Spring 2024 3% completion rate (+3%)	Spring 2025 6% completion rate	>5% will complete a-g requirements Student Groups Low income: within 2% of overall Disabilities: within 2% of overall Hispanic: within 2% of overall White: within 2% of overall	Increased by 6%
1.9	Attendance % K-12 Chronic absentee % Priority 5a/5b Source: SIS/DataQuest	2022-2023 Attendance Overall: 93% (+9%) Student Groups Low income: 91% (+9%) Disabilities: 95% (+3%) Hispanic: 89% (+8%) White: 94% (+9%) Chronic Absenteeism Overall: 14% (-9%) Student Groups Low income: 16% (-13%) Disabilities: 21% (-9%) Hispanic: 27% (no change) White: 9% (-18%)	Spring 2024 Attendance Overall: 88% (-5%) Student Groups Low income: 86% (-5%) Disabilities: 87% (-8%) Hispanic: 91% (+2%) White: 87% (-7%) Homeless: 69% (-20%) Spring 2024 Chronic Absenteeism Overall: 23% (+9%) Student Groups Low income: 27% (+11%)	Spring 2025 Attendance Overall: 85% Student Groups Low income: 82% Disabilities: 89% Hispanic: 86% White: 84% Homeless: 80% Spring 2025 Chronic Absenteeism Overall: 19% Student Groups Low income: 19% Disabilities: 22% Hispanic: 35% White: 11%	At least 95% attendance rate <10% chronic absenteeism rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Attendance decreased by 9% overall; student groups were within +/- 5%. Chronic absenteeism increased by 5% overall; student groups are within +/-5%, except Hispanic which increased 8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities: 17% (-4%) Hispanic: 19% (-8%) White: 23% (+14%)			
1.10	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 63% (new 4/5 year baseline) Student Groups Low-income: 64% Disabilities: Too few to report Hispanic: Too few to report White: 75%	Spring 2024 Overall:76% (+13%) Student Groups Low-income: 77% (+13%) Disabilities: Too few to report Hispanic: Too few to report White: 79% (+4%)	Spring 2025 Overall:73% Student Groups Low-income: 68% Disabilities: Too few to report Hispanic: Too few to report White: 75%	Maintain a target 4/5 year graduation rate of >80% Student Groups Low-income: close the gap by the same % as overall. Disabilities: Close the gap by the same % as overall. Hispanic: Close the gap by the same % as overall. White: Close the gap by the same % as overall.	Increased 10% overall Low-income increased by 4%
1.11	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	Spring 2023 Middle School: 0 High School Overall: 8% (-3%) Student Groups Low income: 10% (-2%) Disabilities: 0% (-5%) Hispanic: 12% (-6%) White: 6% (-5%)	Spring 2024 Middle School: 7% (+7%) High School Overall: 5% (-3%) Student Groups Low income: 6% (-4%) Disabilities: 0% (no change)	Spring 2025 Middle School: 0 High School Overall: 4% Student Groups Low income: 4% Disabilities: 3% Hispanic: 3% White: 3%	Middle school dropout 0% High school dropout <5 % Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall	MS: Maintained/Met Goal HS: Decreased 4%/Met Goal Decreased for most student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 11% (-1%) White: 3% (-3%)		White: within 5% of overall	
1.12	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of students have access to a broad course of study.	Fall 2024 100% of students have access to a broad course of study. Spring 2025 100% of students have access to a broad course of study.	Spring 2026 100% of students have access to a broad course of study.	100% of enrolled students will have access to a broad course of study. Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	No Change- Met Goal
1.13	# of Fs on S1/S2 Report Cards ELA Math Priority 8 Source: SIS	Fall 2023 32% of students earned one or more Fs on their report card.	Fall 2024 35% of students earned one or more Fs on their report card.	Fall 2025 25% of students earned one or more Fs on their report card.	Students receiving one or more 'Fs' will be reduced to <20%	Decreased by 7%
1.14	Local assessment measures Reading Math Source: Tracked Locally	Fall 2023 STAR Reading Overall: 44% Low Income: 42% White: 46% STAR Math Fall 2023 Overall: 33% Low Income: 33% White: 37%	Fall 2024 Meeting/Exceeding Standard STAR Reading Participation Rate: 74% Overall: 49% Low Income: 55% White: 47% Disabilities: 35% Hispanic: 61%	Fall 2025 Meeting/Exceeding Standard STAR Reading Participation Rate: 77% Overall: 58% Low Income: 58% White: 61% Disabilities: 57% Hispanic: 59%	At least 55% of students will be at or above standard-Local STAR reading assessment. At least 40% of students will be at or above standard-Local STAR math assessment.	Reading increased 14%; student groups increased at similar rates Math increased 25% overall; student groups increased at similar rates.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Annual Growth: TBD Spring 2024	STAR Math Fall 2024 Participation Rate: 77% Overall: 40% Low Income: 40% White: 36% Disabilities: 39% Hispanic: 36% Most Recent Annual Growth (Spring 2024) +.2 grade equivalency growth	STAR Math Fall 2025 Participation Rate: 85% Overall: 44% Low Income: 46% White: 42% Disabilities: 41% Hispanic: 42% 2025 Annual Growth +.8 grade equivalency growth	HomeTech's annual growth measure will be >.9.	
1.15	Local early literacy measure used K-8 (DIBELS) Priority 8 Source: Tracked Locally	Winter 2023 21% of students administered DIBELS were at or above benchmark.	Winter 2024 32% of students administered DIBELS were at or above benchmark Fall 2024 29% of students administered DIBELS were at or above benchmark.	Winter 2025 32% of students administered DIBELS were at or above benchmark Fall 2025 29% of students administered DIBELS were at or above benchmark.	At least 35% of students will be at or above benchmark on DIBELS gr K-6	Winter assessment increased 11% overall
1.16	1-Year Grad Rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 77% (no change)	Spring 2024 Overall 87% (no change) Low Income: 87% (+4%) White 93% (+5%)	Spring 2025 Overall 80% Low Income: 77% White 83%	The 1-year graduation rate for all students will increase to >85% on the CA Dashboard	Increased 3% overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	# / % of Students Completing College Credit Courses Priority 8 Source: CA Dashboard Additional Reports	Spring 2023 1 student	Spring 2024 1 student Spring 2023 Reporting Error 0 students	Spring 2025 0 students	Annually increase students completing college credit from 2022 baseline of 3 students (12%)	Nominal change from baseline
1.18	Dropout Rate Students with IEPs Priority 8 Source: DataQuest	2022-2023 0 students with IEPs were reported as dropouts.	2023-2024 0 students with IEPs were reported as dropouts.	2024-2025 1 high school student with an IEP was reported as a dropout.	The dropout rate for students with IEPs will be maintained at <3%	Nominal change-Met Goal
1.19	State Standards Implementation: Instructional Materials EL Access to State and ELD standards (avg of 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool			Spring 2026 Instructional Materials: 3.4 points on a 5-point scale EL Access: 1 point on a 5-point scale based on demographic population served.	On a 5-point self-reflection tool maintain at least a 4 as relevant to the program and population served.	Change from 2023 Baseline Instructional Materials: Decreased by .6 as a result of updates to accurately reflect the EL program. EL Access: Decreased from 2.3 as a result of updates to accurately reflect the program.
1.20						

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

PROGRESS SUMMARY
HomeTech is making steady progress in implementing the actions for Goal 1. All actions have been implemented. There are no substantive differences from what was originally planned.

SUCCESSES
Key successes include completing the K-6 math curriculum expansion with the Bright Thinker pilot and non-tech options to increase rigor and standards alignment; advancing the K-6 literacy plan with evidence-based interventions (UFLI for K-6, Lexia PowerUp piloted and implemented as appropriate, Lexia CORE 5 for K-5); and actively using assessment data analysis to inform weekly 1:1 and small-group tutoring and to adjust interventions as needed. Essential 25-26 ELA Anchor Standards are identified with vertical articulation underway (full implementation targeted for Fall 2026), and special education efforts are progressing through local procedure development, supplemental materials ordering, and staff PD. Student/parent communication improvements are underway through goal-setting, progress monitoring, data chats, and close monitoring of coursework for students with IEPs. Math/science course alignment continues, and a math pilot is active in Spring 2026.

CHALLENGES
Challenges include minor variations in how stability, graduation, college-career, and dropout data are analyzed by trends and by student groups with more than 10 students; difficulty maintaining the school counselor position (with a repost planned for 2026-27); and the absence of grade-level transition support or a high school open house this year. Additionally, audit requirements continue to expand, and some staff time that would typically support continuous improvement is being redirected toward meeting compliance requirements. As a result, staff have not yet been able to engage with data trends or complete the essential anchor standards work in the level of detail originally planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between projected and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

GOAL 1: OVERALL EFFECTIVENESS
Goal 1 actions have shown mixed but meaningful effectiveness in producing targeted results toward increased student achievement, particularly in local assessments, math proficiency, graduation pathways, and reduction in failing grades. Progress is strongest where actions directly align with data-driven instruction, tiered interventions, and curriculum alignment, making these strategies easier for staff and families to understand and monitor.

Curriculum Alignment, Data Systems, and Tiered Supports

Actions 1.1, 1.3, and 1.4; Applicable Metrics: 1.1, 1.8, 1.13, 1.14
Benchmark assessments, data analysis, on-site credit recovery, tutoring, the literacy plan, math support classes, staffing for small ratios, and instructional materials have been highly effective in driving gains on local assessments and in math proficiency. STAR Reading proficiency rose 14 percentage points to 58% (meeting the 55% Year 3 target), with student groups (students classified as low-income 58%, White students 61%, students with disabilities 57%, Hispanic students 59%) improving at similar rates. STAR Math proficiency increased to 44% (exceeding the 40% target), and annual growth reached +0.8 grade equivalency (approaching the >0.9 target). CAASPP math proficiency increased 13 percentage points overall to 18% (surpassing the 15% Year 3 target), with notable gains for student groups (students with disabilities rose to 21%). CAST science recovered to 20% (+3%). The number of students earning one or more Fs dropped 7 points to 25% (progress toward <20%). A-G completion doubled to 6% (exceeding the >5% target). These results directly correlate with the consistent administration of benchmarks (participation 77–85%), data analysis, weekly 1:1 and small-group tutoring, the K-6 literacy plan (UFLI/Lexia), on-site math support, and credit recovery, and demonstrate that the tiered system and curriculum rigor strategies are helping close opportunity gaps and accelerate growth in math and other local measures.

Engagement, Transitions, and Counseling Supports
Action 1.2; Applicable to Metrics 1.9, 1.10, 1.11
The hybrid/independent study options, grade-level transition supports, college and career exposure, FAFSA assistance, and part-time/full-time counselor and SEL support have been effective for graduation and retention outcomes. The 4/5-year graduation rate rose 10 percentage points overall to 73% (on track toward >80%), with students classified as low-income up 4 points to 68%. The high school dropout rate fell to 4% (meeting <5%), and the middle school dropout rate returned to 0%. However, these actions have not yet reversed declines: attendance has dropped 9 points to 85%, below the 95% target, and chronic absenteeism has risen to 19%, above the <10% target. Chronic absenteeism is highest among Hispanic students (35%) and students classified as low-income (27%). This indicates that while engagement strategies support pathway completion and reduce dropout rates, additional focus is needed to consistently re-engage students and improve daily attendance. HomeTech anticipates improved rates following the 2025-26 school year as additional staff support this effort.

Special Education Implementation
Action 1.5; Applicable to students with disabilities data in Metrics 1.1, 1.10, 1.11, 1.18
Hiring special education staff, developing local procedures, providing materials, and delivering professional development have been effective in maintaining full access (Metric 1.4 at 100%) and in supporting student group outcomes where data are available. Math proficiency for students with disabilities reached 21%, science (CAST) 27%, and the dropout rate for students with disabilities remained nominal (one student, still meeting <3%). Graduation and dropout rates for students with disabilities are closing or stable, reflecting steady progress in implementation, especially as HomeTech transitioned special education services from district-provided support to internally provided services and implemented substantial internal supports throughout the transition period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to this goal. HomeTech added a metric for Priority 2, which has been tracked each year internally but was inadvertently omitted from LCAP reporting. HomeTech made updates to Action 1.3 to address LREBG funds that were not awarded at the time of the previous LCAP adoption. Initial Learning Recovery Emergency Block Grant (LREBG) funding was fully expended; however, the

state awarded $8300 after the start of the 2025-26 school year. HomeTech expended approximately $7,000 of these funds in 25-26, as described under Goal 1, Action 3. Additional required language is located in the General Information section.

No actions were identified as ineffective over the three-year period; therefore, changes focused on strengthening implementation clarity and aligning actions more tightly with the needs assessment rather than replacing or discontinuing strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Systems to Increase Achievement	To enhance student achievement through continuous improvement, implement systems that: a. Administer local benchmark assessments three times yearly with at least 85% participation, using strategic scheduling, incentives, student prioritization, and family communication. b. Maintain a local data tracking system, monitored by the Charter Advisory Council for implementation and effectiveness. c. In PLCs: -Analyze assessment data to monitor growth, adjust instruction, and identify students needing support. -Review stability, graduation, college/career, and dropout data for trends and groups of =10 students to guide planning. d. Adopt 25-26 ELA/history State Anchor Standards (math/science to follow in 26-27). e. Grades 9-12: Align math/science courses with local districts for 25-26 and pilot a math curriculum for 26-27. Grades K-6: Expand math curriculum to match state standards rigor and prepare for middle school. f. Utilize contracted services for administrative collaboration, achievement planning, and professional development.	$49,607.00	Yes
1.2	Systems to Increase Academic Engagement	To address low ELA and math achievement among low-income, White, and special education students and improve CA Dashboard scores, HomeTech will enhance student engagement and stabilize enrollment by:	$103,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Offering independent study and hybrid learning options to provide flexible instructional choices. b. Supporting transitions through: -Grade-level transitions and a high school open house covering course placement, graduation requirements, expectations, and timelines. -Assisting with FAFSA/Dream Act applications. -Facilitating Butte College Reg to Go program participation. c. Providing college and career readiness exposure through field trips and guest speakers. d. Employing a part-time- to full-time school counselor to support academic planning, transitions, and coordinate interventions.		
1.3	Tiered System of Support	To improve ELA and math achievement for low-income and White students and close CA Dashboard gaps, HomeTech will strengthen its Tiered System of Support. The LREBG-identified components of this action directly address the annual needs assessment summarized in the Reflection section, which identified academic skill gaps and engagement challenges across student groups. As a non-classroom-based independent study program, HomeTech uses structured academic support, such as tutoring, packet-help classes, and individualized assistance, to ensure students complete their work, stay on pace, and make measurable progress. To accomplish this, HomeTech: a. Sustains on-site credit recovery programs. b. Prepares students for state assessments through in-class practice using released test questions and increased rigor. c. Improves communication with students and parents through goal setting, progress monitoring, and data chats. d. Maintains on-site math support classes to strengthen first instruction and close math achievement gaps (overall/low-income). e. Implements a K-6 literacy plan with evidence-based interventions (e.g., UFLI for K-6, Lexia PowerUp for grades 6-8). f. Monitors IEP work modifications and assignment completion in general education settings.	$313,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		g. Additionally, HomeTech uses approximately $8,000 from the LREBG fund for a credentialed teacher to continue Advisory and Packet Classes to support independent learning and to provide weekly 1:1 and small-group tutoring, adjusting interventions based on student needs. Research consistently shows that high-dosage tutoring, small-group instruction, and structured academic support accelerate learning, improve literacy and math outcomes, and increase course completion rates, particularly in independent study settings, where targeted guidance helps students stay on pace and make measurable progress. These evidence-based practices align with the LREBG's focus on closing learning gaps through expanded, data-driven academic supports. As noted in the Schoolwide Actions section of this LCAP, metrics used to determine the effectiveness of this LREBG action include graduation rate, attendance rate, and assessment scores. This action aligns with WASC VC Action Step 2.		
1.4	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 1 actions by a. Maintaining sufficient staffing for a small student-teacher ratio to support Goal 1 actions (small ratios, qualified math teacher additional math support and caseload, etc.) b. Maintain supplemental vendor contracts and monitor staff/student use of online platforms, assistive tools, and supplemental standards-aligned materials to support increases in achievement. c. Professional development is addressed in 1.1. d. Use the HomeTech definition of rigor to align/improve instructional practices. * This Action (rigor) addresses WASC VC Action Step 1.	$101,366.00	Yes
1.5	Special Education Implementation	Implement the HomeTech special education program. a. Hire staff	$304,896.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Develop local procedures (e.g., IEP process, service minutes, contracting with outside entities, etc.) c. Provide instructional and assessment materials d. Provide special education staff with professional development		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT HOMETECH WILL ACHIEVE
HomeTech needs to stabilize enrollment by increasing communication that builds strong relationships among staff and with families and ensures students feel engaged, safe, and connected.

HomeTech staff and families agree students need refuge from the traditional school system as much as they need clear and consistent structures and expectations that support and meet them where they are social-emotionally (e.g., onsite classes, Advisory, tiered re-engagement, engaging elective options, counseling). Staff want to help students build trusting relationships and experience love, patience, and connectedness within the HomeTech learning community. With the right learning environment, students should build self-esteem, succeed more in difficult content areas where they might not usually persevere, and be better equipped to handle challenging situations.

EXPECTED OUTCOMES
As a result, HomeTech will see increases in favorable responses to the school climate surveys, increases to the stability rate and decreases in chronic absenteeism and suspension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate priority 6a Source: DataQuest	2022-2023 0 suspensions	2023-2024 1% suspensions Groups	2024-2025 <1% suspension rate	The suspension rate will remain <3%	Met Goal Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income 1% White 1.6%	Groups Low Income <1% White 0	Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
2.2	Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 expulsions	2023-2024 0 expulsions	2024-2025 0 expulsions	The expulsion rate will remain <1%	No Change- Met Goal
2.3	Annual Facility Inspection (FIT) Priority 1c	2023-2024 Facilities in 'good' repair	Fall 2024 Facilities in 'exemplary' repair	Fall 2025 Facilities in 'good' repair, although there were no notable differences from the previous year	School facilities will remain in 'Good' or 'Excellent' Repair	No Change- Met Goal
2.4	Safety and connectedness Priority 6c Source: Local surveys	2023-2024 78% (no change) of students feel like they fit in at HomeTech. 90% (+5%) of students indicate they feel safe at HomeTech. 85% (+3%) of students know an adult they can ask for help.	2024-2025 85% (+7%) of students feel like they fit in at HomeTech. 93% (+3%) of students indicate they feel safe at HomeTech. 93% (+8%) of students know an adult they can ask for help.	2025-2026 83% (-2%) of students feel like they fit in at HomeTech. 93% (no change) of students indicate they feel safe at HomeTech. 90% (-3%) of students know an adult they can ask for help.	Maintain >85% of students feel safe and connected as measured by the annual survey	Met Goal Fitting in: Increased 5% Feeling safe: Increased 3% Asking for help: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Stability Rate Priority 8 Source: DataQuest	2022-2023 Overall stability: 42% (-2%)	2023-2024 Overall stability: 48% (+6%) Hispanic students (39%) and homeless students (35%) remain the least stable student groups; however, the stability rate of each group improved significantly from the previous year: Hispanic +16% and homeless +25%	2024-2025 Overall and low-income stability: 58% Disabilities: 65% Homeless: 68% Hispanic students 64% Two or More races 35%	Maintain an annual positive increase in stability rate	Met Goal Increased 10% overall and significantly for most student groups.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

OVERALL IMPLEMENTATION PROGRESS

All actions are fully implemented or progressing as planned with no substantive differences.

SUCCESSES

Successes include continuing growth-mindset development for students and staff; implementing chronic absenteeism strategies (early identification, family outreach, individualized re-engagement plans); embedding Tier 1 SEL lessons in on-site classes; and rolling out a student recognition program featuring positive-behavior and attendance incentives, awards nights, and student-of-the-month honors. Efforts to improve staff-student-parent communication and set clear, consistent expectations continue, supported by direct administrative assistance and engagement activities.

CHALLENGES

Challenges include the absence of a formal orientation process as of Spring 2026 (funding-dependent and still in the planning stage) and ongoing work to address chronic absenteeism through sustained early outreach and re-engagement. Maintaining necessary staff and resources (e.g., a counselor) remains essential to continue these climate and culture initiatives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between projected and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

OVERALL EFFECTIVENESS
Goal 2 actions have been largely effective in producing the targeted results for a safe, supportive school environment that builds social-emotional wellness and supports successful grade-level, college, and career transitions. Implemented strategies and clear expectations have helped HomeTech maintain extremely low discipline rates, keep facilities in good repair, sustain high perceptions of safety and connectedness, and support a substantial increase in student stability. All Year 3 targets are met or exceeded. These outcomes show that the actions are working well overall; however, staff must continue focused efforts to ensure students consistently feel a strong sense of belonging and connection, and to address attendance and chronic absenteeism rates identified in Goal 1.

SEL, Growth Mindset, Recognition, and Communication
Actions 2.1 and 2.2; Applicable to Metrics 2.1, 2.2, and 2.4
Embedding Tier 1 SEL lessons into on-site classes, continuing growth-mindset development for students and staff, rolling out a student recognition program, and strengthening staff-student-parent communication have been highly effective. Suspension rates remained very low at <1% overall, well below the <3% target. Expulsion rates remain at 0%, meeting the <1% target. On the annual climate survey, 93% of students reported feeling safe at school, and 90% knew an adult they could ask for help. The percentage of students who felt they "fit in" reached 83% (+5% from baseline). These strong results show that the focus on relationships, positive reinforcement, and clear expectations is helping create the caring, connected climate the goal envisions and keeping behavioral issues to a minimum.

Re-engagement and Stability Supports
Action 2.1; Applicable to Metric 2.5
Strategies addressing chronic absenteeism, along with direct administrative and engagement activities, have been highly effective in improving enrollment stability. The overall stability rate rose significantly to 58% (+16 percentage points from the 42% baseline), with strong gains across most student groups: students classified as low-income 58%, students with disabilities 65%, students experiencing homelessness 68%, and Hispanic students 64%. This improvement supports the goal of helping students feel engaged and remain connected to the school.

Facility Maintenance
Action 2.3; Applicable to Metric 2.3

Ongoing facility upkeep efforts and related staff training have been consistently effective, with the school maintaining facilities and fully meeting the target of "Good" or "Excellent" condition.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to goals, metrics, or outcomes. No actions were required to change.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Engaging Students/Families	To boost ELA and math achievement on the CA Dashboard and address the needs of low-income students, HomeTech will enhance engagement within its learning community by: a. Embedding Tier 1 SEL lessons in on-site classes. b. Improving staff-student-parent communication, including tackling chronic absenteeism with early identification, family outreach, and individualized re-engagement plans. c. Offering social and extracurricular opportunities outside of class. d. Setting clear, consistent expectations for students, parents, and guardians, including design and planning of an orientation process, as funding allows. e. Providing individual counseling. f. Sustaining diverse electives for grades 7-12 and enrichment activities for K-6. g. Site administration providing more time to engage with students and families.	$222,013.00	Yes
2.2	Positive Culture	Maintain a positive school culture by a. building a growth mindset in students and staff b. providing opportunities for SEL and mental health and wellness supports c. implementing student success supports (e.g., positive behavior/attendance recognition, awards night, student of the month)	$63,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. contract compliance technical assistance to free up site administration to maintain a positive school culture. e. providing a sports program		
2.3	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 2 actions by a. Providing staff training/professional development, including adult response to student behaviors (proactive and supportive) b. Providing additional necessary staff and resources to create a safe and supportive school environment (e.g., custodial services, security cameras) c. Contract compliance technical assistance to free up site administration to facilitate professional development and maintain a safe and supporting environment.	$44,152.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$391380	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.635%	0.000%	$0.00	23.635%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Systems to Increase Achievement **Need:** Systems to support increased academic achievement/continuous improvement **Scope:** LEA-wide	Based on the school's DASS status, students served traditionally work below grade level. In addition, HomeTech serves >70% low-income students. HomeTech must maintain internal data systems as a small LEA to support staff PLCs focused on identifying and addressing areas of academic need. Additionally, HomeTech is committed to	Achievement/growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		implementing instructional practices that support the individual needs of the student population served in an independent study model.	
1.2	**Action:** Systems to Increase Academic Engagement **Need:** >70% of HomeTech students are classified as low-income and need additional structured support to participate in independent study and prepare for college/career opportunities. **Scope:** LEA-wide	These actions provide students with the structured support needed to successfully access and participate in the independent study model and for exposure to options that prepare students for college/career.	Graduation rate and relevant CCI measures
1.3	**Action:** Tiered System of Support **Need:** Students classified as low-income need a tiered system of support, including high-quality first instruction, to graduate within four years. **Scope:** LEA-wide	HomeTech must provide students served with a tiered support system to recover credits, address learning gaps, and prepare them for successful post-secondary transitions. HomeTech serves a predominantly White, low-income population. This set of focused supports will provide students with more opportunities for high-quality first instruction, increase achievement for both student groups, and raise overall performance scores. This is identified in the Reflection section, 'Next Steps' items 1, 4 and 5.	Graduation rate, attendance rate and assessment scores
1.4	**Action:** Implementation and Sustainability **Need:** Supplemental and individualized supports	The population served has unique barriers to education and specific instructional needs. To best serve the predominantly low-income population and meet the needs of all students, HomeTech will maintain additional staffing to reduce the teacher/ student ratio and allow for	Graduation rate; CCI rate; Fs on report cards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	personalized support. Additionally, HomeTech will increase rigor and provide supplemental materials that support students in graduation and college/career readiness.	
2.1	**Action:** Engaging Students/Families **Need:** There is a consistent need to engage students and families classified as low-income in a positive school climate with a sense of connectedness to the learning community. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a positive school but rigorous school climate and a sense of connectedness through various co-curricular and family engagement activities. This is identified in the Reflection section, 'Next Steps' item 1.	Stability rate, local surveys, suspension rate
2.2	**Action:** Positive Culture **Need:** Students need a supportive school culture to be successful in their academic and post-secondary endeavors. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a strong and supportive school culture.	Stability and suspension rates; survey data

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

This prompt is not applicable to HomeTech Charter School.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1655950	391380	23.635%	0.000%	23.635%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$696,125.00	$479,418.00	$4,796.00	$21,768.00	$1,202,107.00	$1,032,204.00	$169,903.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Systems to Increase Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$29,007.00	$20,600.00	$48,857.00	$750.00			$49,607.00	
1	1.2	Systems to Increase Academic Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,641.00	$2,398.00	$80,894.00	$19,747.00	$2,398.00		$103,039.00	
1	1.3	Tiered System of Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$310,660.00	$3,000.00	$187,154.00	$126,506.00			$313,660.00	
1	1.4	Implementation and Sustainability	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$88,941.00	$12,425.00	$89,871.00	$11,495.00			$101,366.00	
1	1.5	Special Education Implementation	Students with Disabilities	No			All Schools TK-12	25-26 with reevaluation of need	$236,296.00	$68,600.00		$283,128.00		$21,768.00	$304,896.00	
2	2.1	Engaging Students/Families	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$189,533.00	$32,480.00	$191,696.00	$27,919.00	$2,398.00		$222,013.00	
2	2.2	Positive Culture	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$46,374.00	$17,000.00	$53,501.00	$9,873.00			$63,374.00	
2	2.3	Implementation and Sustainability	All	No			All Schools	Ongoing	$30,752.00	$13,400.00	$44,152.00				$44,152.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1655950	391380	23.635%	0.000%	23.635%	$651,973.00	0.000%	39.372 %	**Total:**	$651,973.00
								LEA-wide Total:	$651,973.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Systems to Increase Achievement	Yes	LEA-wide	Low Income	All Schools	$48,857.00	
1	1.2	Systems to Increase Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$80,894.00	
1	1.3	Tiered System of Support	Yes	LEA-wide	Low Income	All Schools	$187,154.00	
1	1.4	Implementation and Sustainability	Yes	LEA-wide	Low Income	All Schools	$89,871.00	
2	2.1	Engaging Students/Families	Yes	LEA-wide	Low Income	All Schools	$191,696.00	
2	2.2	Positive Culture	Yes	LEA-wide	Low Income	All Schools	$53,501.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,023,457.00	$1,199,837.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Systems to Increase Achievement	Yes	$36,645.00	43682
1	1.2	Systems to Increase Academic Engagement	Yes	$111,106.00	140434
1	1.3	Tiered System of Support	Yes	$207,356.00	269295
1	1.4	Implementation and Sustainability	Yes	$67,183.00	108259
1	1.5	Special Education Implementation	No	$297,442.00	295099
2	2.1	Engaging Students/Families	Yes	$209,315.00	205632
2	2.2	Positive Culture	Yes	$39,804.00	55942
2	2.3	Implementation and Sustainability	No	$54,606.00	81494

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
383844	$576,119.00	$683,572.00	($107,453.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Systems to Increase Achievement	Yes	$33,645.00	39269		
1	1.2	Systems to Increase Academic Engagement	Yes	$106,106.00	132830		
1	1.3	Tiered System of Support	Yes	$120,166.00	159295		
1	1.4	Implementation and Sustainability	Yes	$67,083.00	91104		
2	2.1	Engaging Students/Families	Yes	$209,315.00	205132		
2	2.2	Positive Culture	Yes	$39,804.00	55942		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1609752	383844	0	23.845%	$683,572.00	0.000%	42.464%	$0.00	0.000%