# School Accountability Report Card Reported Using Data from the 2024–25 School Year

**California Department of Education**

# *For Hume Lake Charter School*

**Address:** 64144 Hume Lake Road, Hume, CA 93628 **Phone:** (559) 305-7565
**Principal:** Jeff KIrchner **Grade Span:** K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

**Admission Requirements for the University of California (UC)**
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

**Admission Requirements for the California State University (CSU)**
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

# About This School

**Table 1: District Contact Information (School Year 2025–26)**
*Entire table - data provided by the CDE **(DPC)***

| Entity | Contact Information |
|---|---|
| **District Name** | Fresno County Office of Education |
| **Phone Number** | (559) 265-3000 |
| **Superintendent** | Cantwell-Copher, Michele |
| **Email Address** | mcopher@fcoe.org |
| **Website** | www.fcoe.org |

**Table 2: School Contact Information (School Year 2025–26)**
*Entire table - data provided by the CDE **(DPC)***

| Entity | Contact Information |
|---|---|
| **School Name** | Hume Lake Charter |
| **Street** | 64144 Hume Lake Road |
| **City, State, Zip** | Hume, CA 93628-9602 |
| **Phone Number** | (559) 305-7565 |
| **Principal** | Jeff Kirchner, Principal |
| **Email Address** | principal@humelakecharter.org |
| **Website** | www.humelakecharter.org |
| **Grade Span** | K-12 |
| **County-District-School (CDS) Code** | 10101080111682 |

**Table 3: School Description and Mission Statement (School Year 2025–26)**
*Narrative provided by the LEA **(DPL)*** – use this space to provide information about the school, its program, and its goals.

Hume Lake Charter School is committed to giving its students the necessary skills to prepare them academically, socially, physically, and emotionally to participate as global citizens. We offer a comprehensive instructional program designed to build the foundation that will ensure our students' success in the future and utilize a combination class approach in order to maximize available resources. Hume Lake Charter School proudly boasts about the generous support of parents and community, which has established a strong sense of family and a nurturing and caring learning environment. Our first-rate staff, supportive parents, and involved community members all work collaboratively for the sole purpose of providing an excellent education to all of our students. As a small school, we have chosen not to report some data to protect the identity of students and staff where publishing that information may make the identification of individuals possible. While being a small school presents challenges, both academically and socially, it also provides a community not typically found in larger schools.

It is the mission of Hume Lake Charter School to help create an exemplary academic environment that encourages and expects all students to learn and grow in every aspect of their person and to succeed in life in their chosen vocations. Hume Lake Charter School will meet its mission through the following strategic points: excellent academic standards aligned with the Common Core State Standards ("CCSS") and Next

Generation Science Standards ("NGSS"), individualized and varied instructional methods that address the important differences in the ways children learn, long-term relationships among teachers, students, families, and community members, quality training and support for staff, intensive use of technology, and cultivation of customized learning.

**Table 4: Student Enrollment by Grade Level (School Year 2024–25)**
*Entire table - data provided by the CDE* ***(DPC)***

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 4 |
| **Grade 1** | 4 |
| **Grade 2** | 2 |
| **Grade 3** | 2 |
| **Grade 4** | 5 |
| **Grade 5** | 2 |
| **Grade 6** | 1 |
| **Grade 7** | 6 |
| **Grade 8** | 5 |
| **Grade 9** | 5 |
| **Grade 10** | 3 |
| **Grade 11** | 3 |
| **Grade 12** | 3 |
| **Total Enrollment** | 45 |

**Table 5: Student Enrollment by Student Group (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 40.00% |
| **Male** | 60.00% |
| **Non-Binary** | 0.00% |
| **American Indian or Alaska Native** | 0.00% |
| **Asian** | 2.20% |
| **Black or African American** | 2.20% |
| **Filipino** | 0.00% |
| **Hispanic or Latino** | 0.00% |
| **Native Hawaiian or Pacific Islander** | 0.00% |
| **Two or More Races** | 4.40% |
| **White** | 91.10% |
| **English Learners** | 0.00% |
| **Foster Youth** | 0.00% |
| **Homeless** | 0.00% |
| **Migrant** | 0.00% |
| **Socioeconomically Disadvantaged** | 48.90% |
| **Students with Disabilities** | 13.30% |

# 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.

**Table 6: Teacher Preparation and Placement (School Year 2021–22)**
*Entire table - data provided by the CDE **(DPC)***

| 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)** | 3.80 | 50.40% | 148.00 | 54.83% | 234405.20 | 84.00% |
| **Intern Credential Holders Properly Assigned** | 0.40 | 5.29% | 6.00 | 2.23% | 4853.00 | 1.74% |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.00 | 26.46% | 20.60 | 7.66% | 12001.50 | 4.30% |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00% | 69.50 | 25.78% | 11953.10 | 4.28% |
| **Unknown/Incomplete/NA** | 1.30 | 17.86% | 25.60 | 9.49% | 15831.90 | 5.67% |
| **Total Teaching Positions** | 7.50 | 100.00% | 269.90 | 100.00% | 279044.80 | 100.00% |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teacher Preparation and Placement (School Year 2022–23)**
*Entire table - data provided by the CDE **(DPC)***

| 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)** | 4.60 | 63.47% | 156.00 | 58.95% | 231142.40 | 83.24% |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00% | 8.00 | 3.02% | 5566.40 | 2.00% |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.80 | 25.03% | 11.70 | 4.43% | 14938.30 | 5.38% |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.30 | 4.51% | 64.60 | 24.44% | 11746.90 | 4.23% |
| **Unknown/Incomplete/NA** | 0.50 | 6.84% | 24.20 | 9.14% | 14303.80 | 5.15% |
| **Total Teaching Positions** | 7.30 | 100.00% | 264.60 | 100.00% | 277698.00 | 100.00% |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on

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

**Table 8: Teacher Preparation and Placement (School Year 2023–24)**
*Entire table - data provided by the CDE **(DPC)***

| 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)** | 4.50 | 56.25% | 168.80 | 61.34% | 230039.40 | 100.00% 82.47% |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00% | 6.90 | 2.54% | 6213.80 | 2.23% |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.40 | 30.25% | 20.40 | 7.41% | 16855.00 | 6.04% |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.20 | 2.50% | 65.30 | 23.74% | 12112.80 | 4.34% |
| **Unknown/Incomplete/NA** | 0.80 | 10.88% | 13.60 | 4.96% | 13705.80 | 4.91% |
| **Total Teaching Positions** | 8.00 | 100.00% | 275.10 | 100.00% | 278927.10 | 100.00% |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 9: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**
*Entire table - data provided by the CDE **(DPC)***

| Authorization/Assignment | 2021–22 Number | 2022–23 Number | 2023–24 Number |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0.00 | 0.00 |
| **Misassignments** | 2.00 | 1.80 | 2.40 |
| **Vacant Positions** | 0.00 | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 2.00 | 1.80 | 2.40 |

**Table 10: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)**
*Entire table - data provided by the CDE **(DPC)***

| Indicator | 2021–22 Number | 2022–23 Number | 2023–24 Number |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.00 | 0.00 |
| **Local Assignment Options** | 0.00 | 0.30 | 0.20 |
| **Total Out-of-Field Teachers** | 0.00 | 0.30 | 0.20 |

**Table 11: Class Assignments**

*Entire table - data provided by the CDE* ***(DPC)***

| Indicator | 2021–22 Percent | 2022–23 Percent | 2023–24 Percent |
|---|---|---|---|
| **Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)** | 0.00% | 0.00% | 0.00% |
| **No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)** | 2.80% | 3.00% | 8.60% |

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

**Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)**

*Entire table – data provided by the LEA* ***(DPL)***

***Year and month in which the data were collected:*** December 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Wonders/StudySync<br>Yes/2022 | 0.00% |
| **Mathematics** | Go Math! (grades K-4)<br>Math in Focus (grades 5-7)<br>Algebra I Common Core (Pearson)<br>Geometry (Pearson)<br>Algebra II (Pearson)<br>Yes/2024 | 0.00% |
| **Science** | Science Dimensions (grades K-4)<br>TCI (grades 5-8)<br>Environment: The Science Behind the Stories (Pearson)<br>Biology (Miller and Levine)<br>Chemistry (Pearson)<br>Physics (HMH)<br>Marine Biology (Castro and Huber)<br>Yes/2022 (2025 for Physics) | 0.00% |
| **History-Social Science** | Impact (grades K-4)<br>TCI (grades 5-12)<br>Yes/2023 | 0.00% |
| **Foreign Language** | Yes/2024 | 0.00% |
| **Health** | Yes/2016 | 0.00% |
| **Visual and Performing Arts** | Yes/2022 | 0.00% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | 0.00% |

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

**Table 13: School Facility Conditions and Planned Improvements**

*Narrative provided by the LEA **(DPL)** – Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

| |
|---|
| Facilities are maintained by Hume Lake Christian Camps (landlord) and are found in acceptable condition. |

**Table 14: School Facility Good Repair Status**
*Entire table – data provided by the LEA **(DPL)***

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

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

***Year and month of the most recent FIT report:*** January 2026

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

**Overall Facility Rate**
*Entire table – data provided by the LEA **(DPL)***

***Year and month of the most recent FIT report:*** January 2026

**Table 15: Overall Rating**

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | x | | |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments**
*Entire table - data provided by the CDE* ***(DPC)***
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2023–24 | School 2024–25 | District 2023–24 | District 2024–25 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy (grades 3-8 and 11)** | 75% | 79% | 28% | 31% | 47% | 48% |
| **Mathematics (grades 3-8 and 11)** | 56% | 63% | 16% | 18% | 35% | 37% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

**Table 17: CAASPP Test Results in ELA by Student Group**
**for students taking and completing a state-administered assessment**
*Entire table - data provided by the CDE* ***(DPC)***
**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 25 | 24 | 96.00% | 4.00% | 79.17% |
| **Female** | 13 | 13 | 100.00% | 0.00% | 84.62% |
| **Male** | 12 | 11 | 91.67% | 8.33% | 72.73% |
| **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** | 22 | 21 | 95.45% | 4.55% | 85.71% |
| **English Learners** | 0 | 0 | 0% | 0% | 0% |
| **Foster Youth** | 0 | 0 | 0% | 0% | 0% |
| **Homeless** | 0 | 0 | 0% | 0% | 0% |
| **Military** | 0 | 0 | 0% | 0% | 0% |
| **Socioeconomically Disadvantaged** | -- | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0% | 0% | 0% |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**
*Entire table - data provided by the CDE* ***(DPC)***
**Grades Three through Eight and Grade Eleven (School Year 2024–25)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 25 | 24 | 96.00 | 4.00 | 62.50 |
| **Female** | 13 | 13 | 100.00 | 0.00 | 53.85 |
| **Male** | 12 | 11 | 91.67 | 8.33 | 72.73 |
| **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** | 22 | 21 | 95.45% | 4.55% | 71.43% |
| **English Learners** | 0 | 0 | 0% | 0% | 0% |
| **Foster Youth** | 0 | 0 | 0% | 0% | 0% |
| **Homeless** | 0 | 0 | 0% | 0% | 0% |
| **Military** | 0 | 0 | 0% | 0% | 0% |
| **Socioeconomically Disadvantaged** | -- | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0% | 0% | 0% |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**Table 19: CAASPP Test Results in Science for All Students**
*Entire table - data provided by the CDE* ***(DPC)***
**Grades Five, Eight, and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2023–24 | School 2024–25 | District 2023–24 | District 2024–25 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|
| **Science (grades 5, 8 and high school)** | 53.33% | -- | 5.00% | 3.51% | 30.73% | 32.52% |

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**Table 20: CAASPP Test Results in Science by Student Group**
*Entire table - data provided by the CDE* ***(DPC)***
**Grades Five, Eight, and High School (School Year 2024–25)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 14 | 13 | 92.86 | 7.14 | 76.92 |
| **Female** | -- | -- | -- | -- | -- |
| **Male** | 11 | 10 | 90.91 | 9.09 | -- |
| **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** | 12 | 11 | 91.67% | 8.33% | 81.82% |
| **English Learners** | 0 | 0 | 0% | 0% | 0% |
| **Foster Youth** | 0 | 0 | 0% | 0% | 0% |
| **Homeless** | 0 | 0 | 0% | 0% | 0% |
| **Military** | 0 | 0 | 0% | 0% | 0% |
| **Socioeconomically Disadvantaged** | -- | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0% | 0% | 0% |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)**
*Narrative provided by the LEA **(DPL)** – use this space to provide information about Career Technical Education (CTE) programs as follows:*

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Due to our small size and remote location, Hume Lake Charter School is unable to offer a comprehensive Career Technical Education Program, but there are several courses that the high school students are able to take advantage of in order to prepare them for future educational and career opportunities. Junior high students have the opportunity to take part in an introductory career shadowing experience once during these 2 academic years. Each high school student must enroll in the Education and Career Planning course as a part of their general education requirements. This course educates and exposes students to resources in the field of career and education planning, engages and equips students with a variety of personality and interest assessments, and trains students to use these resources effectively in their own personal development as well as any future career or education searches. In addition, junior and senior high school students are required to take a career shadowing course, "Authentic Career Pathways". This course partners students with a professional mentor in a specific and chosen career path for a semester in order to allow them to observe and learn intentional skills from this professional and to equip them for future career training.

**Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 0 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 0.00% |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | 0.00% |

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

| UC/CSU Course Measure | Percent |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 100.00% |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 33.33% |

## 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

**Table 24: California Physical Fitness Test Results (School Year 2024–25)**
**Percentage of Students Participating in each of the five Fitness Components**
*Entire table - data provided by the LEA **(DPL)***

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **5** | -- | -- | -- | -- | -- |
| **7** | -- | -- | -- | -- | -- |
| **9** | -- | -- | -- | -- | -- |

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# 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.

**Table 25: Opportunities for Parental Involvement (School Year 2025–26)**
*Narrative provided by the LEA **(DPL)** – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.*

The Administration regularly utilizes the talents of the staff and parents in groups or as individual members of the school community. Hume Lake Charter School encourages parent and staff involvement in helping to guide the charter school in providing the best learning environment for all students. Research has shown that parental participation in their child's education has a positive impact on student academic success. Parents of children attending Hume Lake Charter School understand the importance of their role and involvement in their child's education. Therefore, parents and guardians of students attending Hume Lake Charter School are encouraged to participate in the classroom as volunteers, provide additional instruction in a variety of docent opportunities, accompany school groups as supervisors during field trips, ASB events, and additional school activities, and act as guest readers during group reading sessions, among other possibilities. Hume Lake Charter School organizes an annual meeting for our educational partners, open to all parents, staff, and community members. This event is designed to inform parents and other educational partners about larger school issues, such as budgeting, state reporting, and testing. It also allows parents and other educational partners the opportunity to provide input on such issues. Monthly Hume Lake Charter School board meetings are open to parents and school administration regularly informs parents about these meetings. Hume Lake Charter parent in the Parent Teacher Club have provided a variety of activities for students to participate in over the years and hosted a variety of fundraising activities within the community that aid teachers with field trip resources, classrooms with additional materials and equipment, and the school with support in a variety of ways.

## State Priority: Pupil Engagement

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

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

**Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)**
*Entire table - data provided by the CDE **(DPC)***

| Indicator | School 2022–23 | School 2023–24 | School 2024–25 | District 2022–23 | District 2023–24 | District 2024–25 | State 2022–23 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|---|---|---|
| **Graduation Rate** | -- | -- | -- | 25.1% | 23.3% | 23.9% | 86.2% | 86.4% | 87.5% |
| **Dropout Rate** | -- | -- | -- | 37.7% | 42.2% | 35.5% | 8.2% | 8.9% | 8.0% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| **All Students** | -- | -- | -- |
| **Female** | -- | -- | -- |
| **Male** | -- | -- | -- |
| **Non-Binary** | 0.0 | 0.0 | 0.0% |
| **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** | 0 | 0 | 0.00% |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00% |
| **Two or More Races** | -- | -- | -- |
| **White** | -- | -- | -- |
| **English Learners** | 0.0 | 0.0 | 0.0% |
| **Foster Youth** | 0.0 | 0.0 | 0.0% |
| **Homeless** | 0.0 | 0.0 | 0.0% |
| **Socioeconomically Disadvantaged** | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0% |
| **Students with Disabilities** | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 50 | 47 | 8 | 17.0 |
| **Female** | 22 | 20 | 2 | 10.0 |
| **Male** | 28 | 27 | 6 | 22.2 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | -- | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 43 | 42 | 7 | 16.7 |
| **English Learners** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 23 | 23 | 5 | 21.7 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

**Table 29: Suspensions and Expulsions**

*Entire table - data provided by the CDE **(DPC)***

| Rate | School 2022–23 | School 2023–24 | School 2024–25 | District 2022–23 | District 2023–24 | District 2024–25 | State 2022–23 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 1.79% | 0.00% | 0.00% | 3.45% | 3.28% | 2.74% | 3.60% | 3.28% | 2.94% |
| **Expulsions** | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.08% | 0.07% | 0.06% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 30: Suspensions and Expulsions by Student Group (School Year 2024–25)**

*Entire table - data provided by the CDE **(DPC)***

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.00% | 0.00% |
| **Female** | 0.00% | 0.00% |
| **Male** | 0.00% | 0.00% |
| **Non-Binary** | 0.00% | 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** | 0.00% | 0.00% |
| **Native Hawaiian or Pacific Islander** | 0.00% | 0.00% |
| **Two or More Races** | 0.00% | 0.00% |
| **White** | 0.00% | 0.00% |
| **English Learners** | 0.00% | 0.00% |
| **Foster Youth** | 0.00% | 0.00% |
| **Homeless** | 0.00% | 0.00% |
| **Socioeconomically Disadvantaged** | 0.00% | 0.00% |
| **Students Receiving Migrant Education Services** | 0.00% | 0.00% |
| **Students with Disabilities** | 0.00% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 31: School Safety Plan (School Year 2025–26)**

*Narrative provided by the LEA **(DPL)** – use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.*

Our current school safety plan includes such measures as scheduled fire drills, lockdown drills, earthquake drills, procedures for medical emergencies, and threat assessment protocols. Each teacher is equipped with a folder that stays in the classroom and outlines emergency procedures and locations to which each class is to proceed in various emergencies. Our current school safety plan was reviewed in

January 2026. The classroom emergency folder includes such items as incident reports, directions if a student is hurt but the situation is not life-threatening, directions for a situation in which a student in seriously injured, fire evacuation/drill procedures, lockdown drill procedures, evacuation drill procedures, earthquake drill procedures, a classroom student data list, and a list of local and state emergency numbers. Each classroom was provided with an updated First Aid/BBP kit in the fall of 2025. In addition, a radio system in the school office and is used for communication of any emergency nature by outlying buildings, P.E. classes using various facilities, and communication with our host facility, Hume Lake Christian Camps.

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

*Entire table - data provided by the CDE **(DPC)***

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **K** | 0.00 | 0 | 0 | 0 |
| **1** | 0.00 | 0 | 0 | 0 |
| **2** | 0.00 | 0 | 0 | 0 |
| **3** | 0.00 | 0 | 0 | 0 |
| **4** | 0.00 | 0 | 0 | 0 |
| **5** | 0.00 | 0 | 0 | 0 |
| **6** | 0.00 | 0 | 0 | 0 |
| **Other**** | 9.00 | 3 | 0 | 0 |

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

** “Other” category is for multi-grade level classes.

**Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

*Entire table - data provided by the CDE **(DPC)***

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **K** | 0.00 | 0 | 0 | 0 |
| **1** | 0.00 | 0 | 0 | 0 |
| **2** | 0.00 | 0 | 0 | 0 |
| **3** | 0.00 | 0 | 0 | 0 |
| **4** | 0.00 | 0 | 0 | 0 |
| **5** | 0.00 | 0 | 0 | 0 |
| **6** | 0.00 | 0 | 0 | 0 |
| **Other**** | 9.00 | 3 | 0 | 0 |

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

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

*Entire table - data provided by the CDE **(DPC)***

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **K** | 4.00 | 6 | | |
| **1** | 4.00 | 5 | | |
| **2** | 2.00 | 6 | | |
| **3** | 2.00 | 1 | | |
| **4** | | | | |
| **5** | | | | |
| **6** | 1.00 | 1 | | |
| **Other**** | 6.00 | 22 | | |

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

** "Other" category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

*Entire table - data provided by the CDE **(DPC)***

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **English Language Arts** | 7.00 | 3 | 0 | 0 |
| **Mathematics** | 5.00 | 4 | 0 | 0 |
| **Science** | 10.00 | 2 | 0 | 0 |
| **Social Science** | 8.00 | 2 | 0 | 0 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

*Entire table - data provided by the CDE **(DPC)***

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **English Language Arts** | 8.00 | 2 | 0 | 0 |
| **Mathematics** | 5.00 | 4 | 0 | 0 |
| **Science** | 5.00 | 1 | 0 | 0 |
| **Social Science** | 5.00 | 3 | 0 | 0 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

*Entire table - data provided by the CDE **(DPC)***

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| **English Language Arts** | 7.00 | 3 | | |
| **Mathematics** | 4.00 | 5 | | |
| **Science** | 7.00 | 3 | | |
| **Social Science** | 8.00 | 3 | | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)**

*Entire table - data provided by the CDE **(DPC)***

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor*** | 104 |

*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.

**Table 39: Student Support Services Staff (School Year 2024–25)**

*Entire table - data provided by the CDE **(DPC)***

| Title | Number of FTE* Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 0.50 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other**** | 0.00 |

*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.

** “Other” category is for all other student support services staff positions not listed.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

*Partial table - data provided by the CDE **(DPC),** as follows:*

- *District Average Teacher Salary data,*
- *State Average Teacher Salary data, and*
- *State Expenditures Per Pupil (Unrestricted) data.*

*Partial table - data provided by the LEA **(DPL),** as follows:*

- *The remaining data is to be provided by the LEA.*

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $21,442.00 | $3,501.00 | $17.941.00 | $47,646.00 |
| **District** | N/A | N/A | -- | -- |
| **Percent Difference – School Site and District** | N/A | N/A | -- | -- |
| **State** | N/A | N/A | $11,146.18 | -- |
| **Percent Difference – School Site and State** | N/A | N/A | 61% | -- |

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

**Table 41: Types of Services Funded (Fiscal Year 2024–25**

*Narrative provided by the LEA **(DPL)** – use this space to provide specific information about the types of programs and services available at the school that support and assist students.*

Title I

Title II

Education Protection Account

Special Education Services

Educator Effectiveness Grant

LCFF

REAP

Hume Lake Charter School makes Special Education services accessible to the students in grades K-12. In addition, junior and senior students who qualify can take advantage of the High School Enrichment programs in connection with local community colleges for a dual enrollment opportunity.

**Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)**

*Entire table - data provided by the CDE **(DPC)***

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | -- | -- |
| **Mid-Range Teacher Salary** | -- | -- |
| **Highest Teacher Salary** | -- | -- |
| **Average Principal Salary (Elementary)** | -- | -- |
| **Average Principal Salary (Middle)** | -- | -- |
| **Average Principal Salary (High)** | -- | -- |
| **Superintendent Salary** | -- | -- |
| **Percent of Budget for Teacher Salaries** | -- | -- |
| **Percent of Budget for Administrative Salaries** | -- | -- |

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

**Table 43: Advanced Placement (AP) Courses (School Year 2024–25)**
*Entire table - data provided by the CDE **(DPC)***

**Percent of Students in AP Courses*:*** 0%

| 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 |

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

**Table 44: Professional Development**
*Entire table - data provided by the LEA **(DPL)***

| Measure | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 12 | 12 | 12 |