HomeTech Charter School
Petition

Submitted to
Paradise Unified School District
Board of Trustees

December 2013
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HomeTech Charter School

Affirmations

The petitioners hereby certify that the information submitted in this application to renew the charter for HomeTech Charter School as an independent charter school under the oversight of the Paradise Unified School District is true to the best of our knowledge and belief; further, we affirm that the school will operate under the following terms:

- In addition to any other requirement imposed under the Charter Schools Act, HomeTech Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with a person or group with one or more of the above actual or perceived characteristics.
- Except as provided herein, admission to HomeTech Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state.
- HomeTech Charter School shall admit all pupils who wish to attend the school.
- If the number of pupils who wish to attend HomeTech Charter School exceeds the school's capacity, attendance, except for existing pupils of HomeTech Charter School, shall be determined by a public random drawing.
- Preference shall be extended to pupils currently attending HomeTech Charter School and pupils who reside in the District except as provided for in Education Code Section 47614.5.
- In the event of a drawing, PUSD shall make reasonable efforts to accommodate the growth of HomeTech Charter School and in no event shall take any action to impede HomeTech Charter School from expanding enrollment to meet pupil demand.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, HomeTech Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Introduction

HomeTech Charter School proposes to operate a nonclassroom based program with site-based educational support in grades K-12. The purpose of HomeTech Charter School is to expand the educational opportunities available to parents and students in the rural community of Paradise, California. HomeTech Charter School provides a unique alternative to traditional school settings, combining the benefits of independent study with a supportive classroom and campus experience and inspiring students to achieve their full potential.

HomeTech Charter School opened in 1994 and was focused on a home school model, providing all families with the curriculum and a computer for home use. The original location included a student work area, computer lab, meeting/reception room, work room, and three offices. HomeTech Charter School has evolved and now supplements independent study curricula with direct instruction in several classroom settings. HomeTech Charter School’s current location includes three classrooms, two student work areas, and nine offices. The student work areas provide access to computers and printers, and students are able to work on campus every weekday.

As demonstrated in supporting materials to this renewal charter petition, HomeTech Charter School is achieving strong results with its students. This is significant since many students enter after having experienced challenges in traditional settings. The school has a large special education population, a high percentage of students who are economically disadvantaged, and an extremely high mobility rate (see Appendix A). It is important to examine demographics when evaluating HomeTech Charter School’s performance based solely on test scores (see Appendix A). Still, highlights from the supporting materials demonstrate the strength of the program:

- The school’s Academic Performance Index (API) score is higher than those of area high schools.
- The percent of high school students performing Proficient or Advanced on the California Standards Test in English is higher than those at Ridgeview High School, where a majority of HomeTech Charter School students would attend.
- The percent of high school students passing the California High School Exit Exam (CAHSEE) is also higher by a substantial margin (13% to 34% higher).
- Students who stay enrolled at the school tend to show growth. 82% of students enrolled for three or more years improved their scores on California Standards Test (CST) in English and 45% of students enrolled for three or more years improved their scores on California Standards Test in mathematics.
- Scores on Renaissance Learning’s STAR test in math and English – a normed standards-aligned assessment that shows value-added growth – improved over the course of 2012-13.

HomeTech Charter School actively works to refine its program to continue to improve student outcomes and satisfaction. To this end, the school has expanded on-site offerings for courses, student supports and engaging enrichment. Programming now includes more
opportunities to work collaboratively and addressing real world issues through integrated projects and internships. The staff now meets regularly to address students’ social/emotional success. Staff is also engaged in professional development to support the transition to the Common Core, and numerous curricular modifications have been made to support new areas of learning presented in the current standards.

As an Alternative School Accountability Model (ASAM) school, HomeTech Charter School is waived from the requirement to meet at least one of the criteria specified in Education Code section 47607(b).

HomeTech Charter School currently operates as a dependent charter school. Under this new charter, however, the school will operate as an independent charter school under its own governing board, formed as a California public benefit corporation. The term of the renewal charter petition will be five years, from July 1, 2014 to June 30, 2019.

1. **Education Program**

“A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

*Education Code Section 47605(b) (5) (A) (i).*

**Mission**

To engage and educate the whole student by serving and providing direct support in a flexible, dynamic manner. Our techniques will expand the boundaries of traditional education, inspiring students to obtain their full potential.

**Vision**

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

**Student Population**

HomeTech Charter School serves students in grades K-12 seeking a different educational option. Up to 30 students are assigned to a teacher. One full-time teacher serves grades K-6,
with close to 30 students enrolled across grades K-6, typically. Enrollment in grades 7-12 varies from approximately 80-120 students, with enrollment gradually rising across the fall. Enrollment is typically highest in grades 9-12, peaking at grade 11.

The school serves a population similar to the District overall. HomeTech Charter School’s population varies substantially as students move in and out. In 2012-13 the ethnic/racial balance was approximately 73% White, 13% two or more races, 12% Hispanic or Latino, and 2% American Indian. The school typically serves few English Learners. In the past few years, enrollment of students reported as eligible for the federal Free and Reduced Lunch program has ranged from 54% to 70%. Enrollment of students eligible for special education services is typically higher than state and local averages, ranging from 11% to 22% in the past five years. 40% of grades K-6 students who enroll list as a reason for enrolling that their academic needs were not met in a traditional setting, and they are in need of remediation or acceleration. Among recently enrolled HomeTech Charter School students, approximately 42% scored Proficient in English and 32% scored Proficient in Mathematics on the 2012-13 CSTs. HomeTech Charter School’s program adjusts flexibly to meet the diverse needs of students, including students who are academically low achieving, English learners, those who are gifted and talented, and those with special needs.

A large segment of HomeTech Charter School’s target population is students who may choose to enroll because they are facing difficulty in the traditional school setting. These students are at risk for academic, emotional, social, psychological, or even physical reasons. Close to a quarter of HomeTech Charter School students enroll subsequent to social issues such as harassment, social adjustment or drug recovery. HomeTech Charter School has a personalized problem-solving approach to support students and address their unique needs.

Some students prefer the approach of the HomeTech Charter School independent study model as it allows them the opportunity to accelerate their education. This may be a way to remedy deficient credits, fill instructional gaps or access early college admission. Students who have outside interests requiring an extensive amount of time can adapt their school schedules to accommodate those pursuits. Students who may need to work or meet extraordinary family demands can adjust their school day to allow their education to continue while enabling them to meet outside obligations. HomeTech Charter School’s individualized, personalized program offers a variety of methods by which students can achieve their goals.

What it Means to be an “Educated Person” in the 21st Century

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying and updating rapidly, and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. This means that, in the 21st century, students must learn how to learn. HomeTech Charter School’s students will be confident and capable independent learners in the 21st century.
Being an educated person in the 21st century also means having proficient use of technology. HomeTech Charter School promotes this by using technology across the curriculum.

Demonstrating proficiency in core academic skills is essential. In addition, problem-solving skills, decision-making skills, responsiveness to change, and communication are key for students to be competitive in the 21st century. HomeTech Charter School uses adopted common core standards to develop academic competence and higher order thinking in students.

Finally, an educated person in the 21st century has an awareness of and motivation to pursue personal interests. HomeTech Charter School’s individualized instruction allows students to pursue personal interests within their educational experience. This approach to learning promotes a key goal of HomeTech Charter School, to enable students to become self-motivated, competent, and lifelong learners.

**How Learning Best Occurs**

HomeTech Charter School’s design reflects the belief that all students can learn and achieve. Some students best succeed in an alternative learning environment to the traditional classroom approach. For students who enroll because they have faced difficulty in the traditional school setting for academic, emotional, social, psychological, or even physical reasons, HomeTech Charter School’s staff embraces the philosophy that these external stressors must be addressed in order for a student to reach his or her academic potential. HomeTech Charter School addresses the needs of the whole student. The program structure allows personal interaction between student and teacher, which provides the individual support necessary to prepare for maximum student success. In all cases, the HomeTech Charter School staff is committed to helping students get on track academically and emotionally.

Through the design and implementation of personalized learning plans, HomeTech Charter School strives to determine how it can best serve each student. Staff creates a profile of each student and then develops a learning plan that supports his or her academic, social and emotional health. Best meeting a student’s needs may mean a temporary placement to help a student deal with obstacles that may be interfering with academic or social success. It may mean placement for a student that might be at risk for not graduating due to credit deficiencies. If life stressors are compounding the student’s struggle toward educational success, the provision of on-site counseling or referrals to local agencies may be employed as a part of the student’s recommended plan. Some students have other learning goals or lifestyle needs. HomeTech Charter School’s flexible learning plans allow each student to succeed at both academic goals and their broader life goals and challenges.

**Curriculum**
HomeTech Charter School’s curriculum will be based on California’s Common Core State Standards in English/Language Arts and Mathematics, Next Generation Science Standards, and California content standards in History/Social Science. Through varied modes of instruction, students participate in a standards-based curriculum.

HomeTech Charter School offers a grades K-6 program and a grades 7-12 program. Grades K-6 have continued to follow the home school model, but new onsite classes have been developed. The teacher of record schedules meetings with each student once a week. The teacher personalizes learning to meet each student’s needs. Matching the instructional materials and activities to the student’s needs and learning style is a strength of the program. Some students advance to higher grade level standards when they are ready. Other students use adaptations to address lower skill levels, including skill-building to fill in gaps. Students in grades four through six who are not at grade level for math are required to attend a two-hour math class once a week at the school site. The class draws on common core standards and engages students in small cooperative learning groups as they solve complex mathematical problems with the guidance of the teacher. In addition to this class, the elementary teacher has developed enrichment activities in English-Language Arts and math that align with Common Core standards. Students in grades K-6 also have access to academic support at the school site as well as by phone and email.

The grades 7-12 program still centers on a home school model but now provides more direct instruction and interaction with teachers. Students now meet with teachers regularly for instruction, support and assessment. Students can participate in a range of instructional services at the school site, including the following:

- **Advisory.** Each student meets with his or her grade level advisor weekly. Students log in to the Aeries Portal, an online platform to report work completed that week, which teachers later verify. Advisory is also a time to provide information and discuss important issues and events. It also provides a time for students to get to know one another and form bonds which contribute to a supportive school environment.

- **Core Courses.** HomeTech Charter School offers weekly core academic courses on site. Math classes, from Pre-Algebra to Geometry, are 2½ hour blocks. The on-site format enhances the school’s ability to address some of the more interactive, application-oriented threads of the Common Core standards. The core math block also provides enough direct instruction on math topics most students need to succeed. Core content courses in English, History/Social Science, and Science are typically offered in three-hour blocks once a week.

- **Other Required Courses.** Grade 9 students are required to take health and computer literacy. PE is also a required class but is offered in an independent study format with a packet and a log of physical activity.
• **Support Classes.** Some students benefit from additional skill-building courses. Several support classes called “Success Classes” are offered throughout the week to support students in any content area. A supplemental one-hour “Math Skills Class” is taught in tandem with core courses. Students also have access to teachers throughout the week for additional help. There are also “Enrichment Classes” where enrichment teachers work with students needing additional help, and a high school student also provides peer tutoring to younger students. Teachers use this time to address gaps, such as English-Language Arts or higher order thinking skills.

• **Elective Classes.** HomeTech Charter School offers different elective classes to expose students to new areas and to give students a “hook” that helps some stay connected and motivated at school. In 2013-14, the school is offering courses in ceramics, photo, print making, computer literacy, creative arts, guitar, yearbook, robotics, video games as literature, and an internship preparation class.

• **Quiet work space.** The school site offers a quiet work space with four large tables as well as desktops, laptops and iPads for students’ use. Students are welcome to come at any time during the week to complete their work.

• **Access to Teachers.** Students can access teachers in person at the site throughout the week, according to each teacher’s schedule. On Fridays, most teachers are available all day, and it is a particularly good day to come in for extra in-person help.

Students in grades 7-12 typically take four core academic classes, physical education and one elective. HomeTech Charter School uses many of the same literature lists, textbooks, and scope and sequence in core academic subjects as PUSD in grades 7-12. The high school math teacher stays connected to PUSD’s instructional trends by participating in professional development and planning along with PUSD teachers. Teachers supplement core resources according to students’ needs. Students are taught to use a variety of online resources as tutorials in math. HomeTech Charter School also subscribes to online classes. Teachers can draw on this to build targeted skills or even use it more broadly with students who connect particularly well with it as a learning resource.

Another feature of HomeTech Charter School’s curriculum is integrated projects, where a theme connects content across multiple content areas. In the new charter term, students in grades 7-12 will complete one integrated project per semester. Students are given a real-world problem or question to research, discuss, and solve while in small groups. This process increases the rigor of academic courses and requires the application of their knowledge leading toward higher order skills. The final assessment is a product created by the students in each small group was and is presented to the entire class. One example of a project is the *Who Are You?* project, where students develop a profile of how they see themselves, drawing a variety of sources to inform their understanding. Another example project is the *Water* unit, where students research the limited availability of fresh water and the ecological challenges seen worldwide. The students develop a plan for what they might do to have a positive impact on the problem and bring in a model to demonstrate
their solution. For example, they might build a model of using gutters to develop a storage system for rainwater or a campaign for eliminating the use of plastic water bottles. A third example is the Food for Thought project, students produce a recipe book, avoiding genetically modified organisms. These projects all draw on standards in English-Language Arts, History-Social Science and Science. They are an even more important feature of the curriculum implementing the four C's: Communication, Collaboration, Creativity and Critical Thinking of the Common Core Standards. The projects are assessed with rubrics to evaluate skills targeted in each project.

An important addition to the school’s educational options is the internship program. Students can take the Internship Prep course followed by an actual internship placement. The program follows the Big Picture schools model. In the Internship Prep class, students do job shadows and learn job skills, including job interview skills. Then they find an internship in a career field that interests them. The experience is invaluable for broadening students’ perspectives and deepening a sense of relevance and importance for school. Students have job shadowed at a wide array of placements in the community, including the Youth for Change organization, at Paradise Elementary School, working with the PUSD technology team, and at many local businesses. During the internship, students will complete a project that will benefit both the student and the company/organization for which they are an intern. The intern presents the completed project to HomeTech Charter School staff, students, and the mentor, including discussing the process taken to complete the project.

Teachers use technology as an instructional tool and model its use as a professional tool. Students use technology throughout their assignments to learn a variety of applications and to become comfortable with technology as a part of their everyday lives. Technological literacy is crucial in empowering students with the skills they need to be successful in any vocational and/or academic pursuit of this, the computer age.

Plan for Academically Low Achieving Students

HomeTech Charter School helps academically low achieving students succeed through its overall learning model and through targeted supports and interventions. The overall learning model helps students be more successful through personalized learning, a supportive school structure, and curricular enrichment giving students a sense of relevance and motivation for learning.

For students who are struggling, HomeTech Charter School will provide one or more of the following supports:

- Modification of instructional activities and/or materials to accommodate different academic needs.
- Access to teachers for one-on-one support throughout the week, by email, phone and in person at the school site on weekdays between teachers’ scheduled commitments.
• Assignment of one or more Success Classes, a structured learning environment that provides one-on-one support using qualified instructional support staff for a one to two hour period.
• Assignment of a Math Skills Class and/or a English/Language Arts Skills Class taught by instructional support staff and with support from older peers.

HomeTech Charter School will identify students who are performing below grade level based on assessment results and work completion. Teachers review the results of the state-mandated assessments and of formative and summative assessments embedded in courses. Instructional staff will monitor progress of academically low-achieving students regularly to ensure that students are progressing. Students’ learning plans include supplemental supports as needed. Where students are not successful, Student Success Team meetings with school personnel and the parent or guardian (optional) are conducted to review support strategies and make needed adjustments.

HomeTech Charter School also closely monitors student completion of work to ensure they do not fall behind. Each week, students enter an online-based report of work they have completed, indicating if any work is missing. Teachers review work completion to verify student reports. At weekly staff meetings, teachers discuss any students that have fallen behind in their work. If the problem is occurring in just one content area, the homeroom teacher contacts a parent and develops a plan to support the student in remedying the issue. If the problem is occurring in more than one content area, the Principal contacts a parent and develops a plan to support the student in remedying the issue. If there is no progress the following week, a letter is issued to the parent. The student has two chances to fix the situation, but if the issue persists, the student is disenrolled from the school. HomeTech Charter School’s program works for the vast majority of students, but, occasionally, it is not the best fit with the student’s needs. Typically, approximately 2% of the school’s students are disenrolled on this basis. At several points – at a minimum, prior to admission, at the start of school, and as needed – school staff review with parents expectations for work completion and consequences for lack of completion.

**Plan for Academically High Achieving Students**

HomeTech Charter School supports high achieving students to expand their understanding of grade level standards with challenging activities, to progress beyond grade level content standards, and to pursue special interests. To engage and challenge each student at his or her level, the school will use one or more of the following approaches:

• Modification of instructional activities, materials and pacing suited to the student’s performance level
• Assignment of challenging activities
• Opportunities for students to explore interests working alone or in partnership with other students, teachers and/or professionals with expertise in that area
• Opportunities to serve as cross-age tutors, to deepen understanding by assisting other students

Plan for English Language Learners

HomeTech Charter School will follow the policies and procedures of the Paradise Unified School District for initial identification, assessment, and classification of English learners (ELs). The school will monitor progress of ELs through the California English Language Development Test (CELDT), the Smarter Balanced Assessments (SBAs), and school-based assessments. Teachers will possess CLAD credentials or equivalent.

The population of ELs in the Paradise area and at HomeTech Charter Schools is far below the state average. Though the school typically has no ELs enrolled, the program is easily adapted for the needs of each EL because of the personalized curriculum. ELs will receive ongoing support to become proficient in comprehending, speaking, reading and writing in English and to access the school’s full curriculum.

HomeTech Charter School will provide English Language Development curriculum to students based on his or her individual needs. Students will receive support on-site as needed. On-site courses and other opportunities will be used as vehicles to develop proficiency in comprehension and speaking.

HomeTech Charter School will ensure that students have full access to the curriculum by providing differentiated instruction according to students’ needs. Teachers scaffold learning as needed to aid student comprehension of content by adjusting learning tasks, and by providing appropriate background information and experiences. This may include preteaching of academic vocabulary, use of visual cues, provision of simplified text or text in Spanish to convey grade level concepts in language that students can comprehend. Strategies will be adjusted to the individual learner to maximize access to grade-level content standards and concepts while students simultaneously improve their English language proficiency.

Plan for Special Education

As a public school, HomeTech Charter School has an important obligation to serve students with exceptional needs. HomeTech Charter School will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improvement Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and HomeTech Charter School will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded a Free, Appropriate Public Education.
HomeTech Charter School will function as a “public school of the District” for purposes of Education Code section 47646 and IDEA during the term of this charter. Pursuant to Education Code Section 47646(b), the District shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

HomeTech Charter School and the District shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. This memorandum of understanding will detail the roles and responsibilities of the school and of the District with respect to referral, assessment, instruction and due process, allocation of actual and excess costs and the charter’s fair share of any encroachment on general funds. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs.

HomeTech Charter School will comply with District policy and practice with respect to the provision of special education and related services. HomeTech Charter School and the District will work collaboratively to implement special education services in a manner that provides coherence with the school’s broader educational program.

The school plans to implement a “student success team” (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. The team will implement and monitor the success of varied strategies within the general education setting before initiating special education assessment.

The school will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school will implement all special education and related services called for by the IEP in partnership with the District and/or SELPA.

A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

In the event of a due process claim to enforce provisions of applicable special education law, HomeTech Charter School is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process, as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

The school understands that its students may have exceptional needs who are not governed by the terms of the federal special education law (IDEA) but who may require...
accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. The school understands that the school will be responsible for planning and implementing any such accommodations or services.

**Instructional Minutes and Calendar**

The school will offer at least the minimum number of instructional days per year and number of instructional minutes per year per grade level as required of California charter schools. HomeTech Charter School follows the annual calendar of the Paradise Unified School District.

**Course Transferability to Other High Schools and to College**

Each year HomeTech Charter School will provide parents with a pamphlet or catalog-style description of grades 9-12 courses, credits given for those courses, the transferability of coursework and credits to other high schools, and the eligibility of each course to meet University of California and California State Colleges/University Requirements. In addition, a counselor will be available to discuss credits, course selections and college planning.

HomeTech Charter School has received candidacy status from the Western Association of Schools and Colleges and will have a full accreditation visit in the spring of 2015. Four areas for follow-up were identified during our spring visit. HomeTech Charter School has made big strides in each of these critical areas. High school courses are transferable to other local high schools. HomeTech Charter School collaborates with Paradise Unified School District to enable students to smoothly transition into other District programs. The school has submitted high school course descriptions to the University of California with the goal of helping students meet the “a-g” course requirements for college entrance eligibility. The University of California has already approved some of HomeTech Charter School’s high school English and math courses. Other courses have been submitted and are being considered for approval.

HomeTech Charter School aims to prepare students with the skills needed to thrive at the college level. The independent study program provides students with an accelerated capacity to learn, manage their time, and complete course requirements autonomously. HomeTech Charter School will ensure that all high school students are aware of and have the ability to complete the course requirements for the California State University and the University of California systems, including the following “a-g” requirements.

1. English: 4 years of college preparatory English composition and literature
2. Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
3. History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
4. Laboratory Science: 2 years, including 1 biological science and 1 physical science
5. Language (other than English) 2 years of the same language
6. Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
7. College Preparatory Elective: 1 year of any college preparatory subject

In accordance with Education Code section 47612, as may be amended from time to time, HomeTech Charter School will only generate apportionment for serving students that are over 19 years of age if the student has been continuously enrolled in public schools and is making satisfactory progress towards earning a high school diploma.

Annual Goals and Annual Actions to Address State Priorities

In June 2013, California Education Code was revised under AB97 to expand the contents of charter petitions to include a list of annual goals and annual activities “to be achieved in the state priorities” that apply. Below, HomeTech Charter School has created a list of goals that align to the state priorities as applicable to the grade levels served by the school and as applicable to charter schools. HomeTech Charter School notes that there may be a need for revision to the following list prior to the required annual update. The State Board of Education has not yet adopted the Local Control and Accountability Plan (LCAP) template for charter schools, on which annual updates to the schools goals are to be based. HomeTech Charter School notes that there may be a need to bring the goals listed here into alignment with the LCAP template, once the template is developed. HomeTech Charter School’s proposed annual goals follow below.

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

ANNUAL GOAL 1A, 2014-15 through 2018-19. All scholars, English learner subgroup: All teachers will possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners (See Element 5 for additional detail on teacher credentialing).

- **ANNUAL ACTION 1Ai, 2014-15 through 2018-19**: Monitor teacher credentials annually, including reminders as to check on renewals prior to expiration dates.

ANNUAL GOAL 1B, 2014-15 through 2018-19 (same each year). All scholars, English learner subgroup: Each scholar, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- **ANNUAL ACTION 1Bi, 2014-15 through 2018-19**: Order initial complement of standards-based textbooks or other instructional materials each school year and supply to students as needed.
- **ANNUAL ACTION 1Bii, 2014-15 through 2018-19**: Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and
provide access to scholars at one per newly enrolled scholar, plus extras to allow for loss and mid-year enrollments.

**ANNUAL GOAL 1C, 2014-15 through 2018-19 (same each year). All scholars:** HomeTech Charter School will maintain its facilities in a manner that ensures that they are clean, safe, and functional.

- **ANNUAL ACTION 1Ci, 2014-15 through 2018-19.** Will review with the property owner the facilities checklist in subdivision (d) of Education Code Section 17002 which governs non-charter schools
- **ANNUAL ACTION 1Cii, 2014-15 through 2018-19.** Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.
- **ANNUAL ACTION 1Ciii, 2014-15 through 2018-19.** Make changes, based on above review.

**STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners**


- **ANNUAL ACTION 2Ai, 2014-15 through 2018-19:** Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- **ANNUAL ACTION 2Aii, 2014-15:** Design standards-based progress reports.
- **ANNUAL ACTION 2Aiii, 2014-15 through 2018-19:** Ensure Principal monitors lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

**ANNUAL GOAL 2B, 2014-15 through 2018-19. English learner subgroup:** Ensure that teachers implement instruction in a manner that gives English learner scholars access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development, and use of high quality success programs to increase instructional time.

- **ANNUAL ACTION 2Bi, 2014-15 through 2018-19:** Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency including Guided Language Acquisition
Design (GLAD) methods, and on serving English learners through the school’s personalized literacy methods.

- **ANNUAL ACTION 2Bii, 2014-15.** Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.
- **ANNUAL ACTION 2Biii, 2014-15 through 2018-19.** Ensure that instructional materials for EL scholars and curriculum frameworks and standards are aligned.
- **ANNUAL ACTION 2Biv, 2014-15 through 2018-19.** Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- **ANNUAL ACTION 2Bv, 2014-15 through 2018-19.** Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL scholars.
- **ANNUAL ACTION 2Bvi, 2014-15 through 2018-19.** Use the success class program to increase instructional time and advance English proficiency more quickly.

**ANNUAL GOAL 2C, 2014-15 through 2018-19.** English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- **ANNUAL ACTION 2Ci, 2014-15 through 2018-19.** Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content standards by English learner scholars.
- **ANNUAL ACTION 2Cii, 2014-15 through 2018-19.** Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, and include frequent use of graphic organizers.
- **ANNUAL ACTION 2Ciii, 2014-15 through 2018-19.** Provide reading material at or near scholars’ English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support scholars’ access to the content areas.
- **ANNUAL ACTION 2Civ, 2014-15 through 2018-19.** Provide supplemental reading material in scholars’ native language, to support content provided in English.
- **ANNUAL ACTION 2Cv, 2014-15 through 2018-19.** Provide verbal support in scholars’ native language and/or in English as is feasible.

**STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL scholars.**

**ANNUAL GOAL 3A, 2014-15 through 2018-19, all scholars.** Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of Directors and through incorporation of parent feedback via the school Site Council regarding programs for serving unduplicated pupils and English Learner scholars.
• ANNUAL ACTION 3Ai, 2014-15. Establish Board of Directors, (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate).

• ANNUAL ACTION 3Aii, 2014-15 through 2018-19. Ensure that board meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.

• ANNUAL ACTION 3Avi, 2014-15 through 2018-19. Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated scholars and English learner scholars.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

ANNUAL GOAL 4A, 2014-15 through 2018-19. All scholars and numerically significant subgroups. Increase the percentage of scholars moving up by at least one achievement band (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on CSTs, CAPA, and CMA in English-Language Arts and Mathematics by an average of 3% every year, with an appropriate adjustment made to this goal when more data on Smarter Balanced Assessments is available.

• ANNUAL ACTION 4Ai, 2014-15. Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to scholars’ individual needs, and procuring adequate instructional resources.

• ANNUAL ACTION 4Aii, 2014-15 through 2018-19. Implement formative and summative assessments to monitor scholar progress – both individually and by subgroup.


• ANNUAL ACTION 4Aiv, 2014-15 through 2018-19. Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of scholar performance data, schoolwide and by subgroup.

B. The Academic Performance Index (API)

ANNUAL GOAL 4B, 2014-15 through 2018-19. All scholars and numerically significant subgroups. Achieve API subgroup goals, for any subgroups that are numerically significant, which the petition sets at 10 points higher than ACSD’s performance in the 2012-2013 school year (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and, if and when subgroup becomes numerically significant, special education scholars) and/or match or exceed the API scores of schools with similar demographics in PUSD.
• **ANNUAL ACTION 4Bi, 2014-15.** Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to scholars’ individual needs, and procuring adequate instructional resources.

• **ANNUAL ACTION 4Bii, 2014-15 through 2018-19.** Implement formative and summative assessments to monitor scholar progress – both individually and by subgroup.

• **ANNUAL ACTION 4Bi, 2014-15 through 2018-19.** Provide professional development in response to analysis of scholar performance data, schoolwide and by subgroup.

• **ANNUAL ACTION 4Biv, 2014-15 through 2018-19.** Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of scholar performance data, schoolwide and by subgroup.

C. **UC a-g/career readiness**

**ANNUAL GOAL 4C, 2014-15 through 2018-19. All scholars and numerically significant subgroups.** Provide programming scholars (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC a-g/career readiness.

• **ANNUAL ACTION 4Ci, 2014-15.** Identify instructional goals in UC a-g/career readiness for scholars and parents by grade level.

• **ANNUAL ACTION 4Cii, 2015-16 and 2016-17.** Implement and refine programming for middle school scholars and parents.

• **ANNUAL ACTION 4Ciii, 2017-18 through 2018-19.** Implement and refine programming for elementary and middle school scholars and parents.

D. **Progress toward English proficiency**

**ANNUAL GOAL 4D, 2014-15 through 2018-19. English learner scholars.** Increase the percentage of scholars enrolled in the school for at least two years who move up at least one ELD level per year by 3% annually.

• **ANNUAL ACTION 4Di, 2014-15.** Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to scholars’ individual needs, and procuring adequate instructional resources.

• **ANNUAL ACTION 4Dii, 2014-15 through 2018-19.** Implement formative and summative assessments to monitor the progress of English learner scholars.

• **ANNUAL ACTION 4Diii, 2014-15 through 2018-19.** Provide professional development in response to analysis of scholar performance data, schoolwide and by subgroup.

• **ANNUAL ACTION 4Div, 2014-15 through 2018-19.** Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of scholar performance data.
E. The English learner reclassification rate

**ANNUAL GOAL 4E, 2014-15 through 2018-19.** Improve the reclassification rate among scholars enrolled in the school for at least two years by at least 2% annually.

- **ANNUAL ACTION 4Ei, 2014-15.** Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to scholars’ individual needs, and procuring adequate instructional resources.

- **ANNUAL ACTION 4Eii, 2014-15 through 2018-19.** Implement formative and summative assessments to monitor the progress of English learner scholars.


- **ANNUAL ACTION 4Eiv, 2014-15 through 2018-19.** Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of scholar performance data.

**STATE PRIORITY 5: Pupil engagement**

A. School attendance rates

**ANNUAL GOAL 5A, 2014-15 through 2015-16.** Achieve an attendance rate (based on work completion) of 95% or higher.

- **ANNUAL ACTION 5Ai, 2014-15 through 2018-19.** Communicate to parents the importance of regular attendance and work completion for scholar learning as well as for the school’s funding implications.

- **ANNUAL ACTION 5Aii, 2014-15 through 2018-19.** Provide targeted intervention for scholars with lower than average attendance and their families.

- **ANNUAL ACTION 5Aiii, 2014-15 through 2018-19.** Provide positive incentives for scholars to maintain high attendance.

**ANNUAL GOAL 5A, 2016-17 through 2017-18.** Achieve an attendance rate of 95.5% or higher.

- **ANNUAL ACTION 5Ai, 2016-17 through 2017-18.** Refine strategies to communicate to parents the importance of regular attendance for scholar learning as well as for the school’s funding implications.

- **ANNUAL ACTION 5Aii, 2017-18 through 2018-19.** Refine strategies to provide targeted intervention for scholars with lower than average attendance.
• **ANNUAL ACTION 5Aiii, 2017-18 through 2018-19.** Refine strategies to provide positive incentives for scholars to maintain high attendance.

**ANNUAL GOAL 5A, 2018-19.** Achieve an attendance rate of 96% or higher.

- **ANNUAL ACTION 5Ai, 2018-19.** Refine strategies to communicate to parents the importance of regular attendance for scholar learning as well as for the school’s funding implications.
- **ANNUAL ACTION 5Aii, 2018-19.** Refine strategies to provide targeted intervention for scholars with lower than average attendance.
- **ANNUAL ACTION 5Aiii, 2018-19.** Refine strategies to provide positive incentives for scholars to maintain high attendance.

**B. Chronic absenteeism rates**

**ANNUAL GOAL 5B, 2014-15.** Develop relationships and implement strategies with scholars demonstrating chronic absenteeism and their families.

- **ANNUAL ACTION 5Bi, 2014-15.** Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for scholars demonstrating chronic absenteeism and their families.
- **ANNUAL ACTION 5Bii, 2014-15.** Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent scholars.

**ANNUAL GOAL 5B, 2015-16 through 2016-17.** Refine strategies designed to reduce chronic absenteeism rate.

- **ANNUAL ACTION 5Bi, 2015-16 through 2016-17.** Refine intensive targeted interventions for scholars demonstrating chronic absenteeism and their families.

**ANNUAL GOAL 5B, 2017-18 through 2018-19.** Refine strategies designed to reduce chronic absenteeism rate.

- **ANNUAL ACTION 5Bi, 2017-18 through 2018-19.** Refine intensive targeted interventions for scholars demonstrating chronic absenteeism and their families.
- **ANNUAL ACTION 5Biii, 2017-18 through 2018-19.** Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

**C. Middle school dropout rates**

**ANNUAL GOAL 5C, 2014-15. All scholars.** Develop relationships and implement strategies with scholars likely to drop out and their families.
• **ANNUAL ACTION 5Ci, 2014-15.** Identify scholars with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan
• **ANNUAL ACTION 5Cii, 2014-15.** Identify community partners to support identified scholars and families around circumstances that may be negatively affecting scholar’s life choices.

**ANNUAL GOAL 5C, 2015-16 through 2016-17.** *All scholars.* Refine strategies designed to lower the middle school dropout rate.

• **ANNUAL ACTION 5Ci, 2015-16 through 2016-17.** Refine intensive targeted interventions for scholars with behaviors indicating a high likelihood of dropping out.
• **ANNUAL ACTION 5Cii, 2015-16 through 2016-17.** Refine community partnerships to support identified scholars and families around circumstances that may be negatively affecting scholar’s life choices.

**ANNUAL GOAL 5C, 2017-18 through 2018-19.** *All scholars.* Refine strategies designed to lower middle school dropout rate.

• **ANNUAL ACTION 5Ci, 2017-18 through 2018-19.** Refine intensive targeted interventions for scholars with behaviors indicating a high likelihood of dropping out.
• **ANNUAL ACTION 5Cii, 2017-18 through 2018-19.** Refine community partnerships to support identified scholars and families around circumstances that may be negatively affecting scholar’s life choices.
• **ANNUAL ACTION 5Ciii, 2017-18 through 2018-19.** Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

**STATE PRIORITY 6: School climate**

**A. Pupil suspension rates**

**ANNUAL GOAL 6A, 2014-15 through 2018-19.** *All scholars and numerically significant subgroups.* Implement strategies designed to lower rates of pupil suspensions for all scholars and for numerically significant subgroups serving comparable grade levels.

• **ANNUAL ACTION 6Ai, 2014-15 through 2018-19.** Establish clear expectations for scholar conduct and consistent protocols for incentivizing constructive scholar conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.
• **ANNUAL ACTION 6Aii, 2015-16 through 2018-19.** Annually, refine expectations for scholar conduct and consistent protocols for incentivizing constructive scholar conduct, including problem-solving around behaviors that are inconsistent with
school expectations. Refine tiers of support and intervention when challenging behaviors persist.

- **ANNUAL ACTION 6Aiii, 2014-15.** Provide initial training and on-the-job support for all instructional staff and scholar supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive scholar conduct, including positive behavioral support.

- **ANNUAL ACTION 6Aiv, 2015-16 through 2018-19.** Refine training and support for instructional staff and scholar supervision staff to promote a collaborative, positive school climate and constructive scholar conduct, including positive behavioral support.

- **ANNUAL ACTION 6Av, 2015-16 through 2018-19.** Identify scholars at risk for suspension and develop, implement, and monitor a personalized intervention plan.

- **ANNUAL ACTION 6Avi, 2015-16 through 2018-19.** Identify community partners to support identified scholars and families around circumstances that may be negatively affecting scholar’s behaviors.

- **ANNUAL ACTION 6Avii, 2018-19.** Implement curricula to increase scholar decision-making skills.

- **ANNUAL ACTION 6Aviii, 2018-19.** Refine the above actions annually.

**B. Pupil expulsion rates**

**ANNUAL GOAL 6B, 2014-15 through 2018-19.** All scholars and numerically significant subgroups. Implement strategies designed to prevent pupil expulsions for all scholars and for numerically significant subgroups.

- **ANNUAL ACTION 6Bi, 2014-15.** Establish services for scholars at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.

- **ANNUAL ACTION 6Bvii, 2015-16 through 2018-19.** Annually, identify scholars at risk for expulsion, including scholars who are habitually truant or habitually disruptive, and develop, implement and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.

- **ANNUAL ACTION 6Biii, 2016-17 through 2018-19.** For scholars at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.

- **ANNUAL ACTION 6Biv, 2016-17 through 2018-19.** Monitor and analyze effectiveness of services for scholars at risk of expulsion to continually refine and improve.

**C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness**

**ANNUAL GOAL 6C, 2015-16 through 2018-19.** All scholars and numerically significant subgroups. Increase or maintain annually the proportion of scholars, parents and teachers
who indicate a high sense of safety and high levels of scholars’ school connectedness on annual stakeholder surveys.

• **ANNUAL ACTION 6Ci, 2014-15.** Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both scholars and educators, thereby enabling a community oriented toward problem solving.

• **ANNUAL ACTION 6Cii, 2014-15.** Establish explicit expectations and norms for how scholars and adults will treat one another.

• **ANNUAL ACTION 6Ciii, 2014-15through 2018-19.** Provide training and on-the-job support to capacitate instructional staff and scholar supervision staff to support scholars to achieve expectations and norms and to put into practice their developing social-emotional skills.

• **ANNUAL ACTION 6Civ, 2014-15through 2018-19.** Use class meetings and other appropriate strategies, including facilitation of scholar-driven leadership, to address hurtful social dynamics and other patterns that may undermine scholars’ sense of safety and school connectedness.

• **ANNUAL ACTION 6Cv, 2014-15through 2018-19.** Provide targeted intervention to scholars demonstrating high levels of antisocial behavior.

• **ANNUAL ACTION 6Cvi, 2014-15through 2018-19.** Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.

**STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable**

*No applicable goals:* Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable based on the nature of the program or to charter schools generally.

**STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable**

*No applicable goals:* Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable based on the nature of the program or to charter schools generally.

**2. Measurable Student Outcomes**

“The measurable pupil outcomes identified for use by the charter school, ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code § 47605 (b)(5)(B).
HomeTech Charter School shall meet all statewide standards. The school aims to develop proficiency in California’s Common Core State Standards in English/Language Arts and Mathematics, Next Generation Science Standards, and California content standards in History/Social Science. The school holds the following goals for students:

- Meet or make progress toward proficiency in common core standards and/or California content standards in the core content areas of English/Language Arts, History/Social Science, Mathematics and Science.
- Demonstrate proficient use of technology

Proficiency in common core standards and/or California content standards will be indicated by scores on SBAs or alternative assessments, benchmark test scores, summative assessments (exams, performance assessments, etc.), grades and teacher observation.

Success in other student outcome areas will be indicated by school-designed assessments with performance levels that indicate whether students have met goals. For example, a technology skills checklist would identify when the goal has been met, or a workplace skills rubric might indicate “Beginning, Approaching, Meets, Exceeds,” where “Meets” indicates that the goal is met.

The school is an ASAM school, and as such, does not set an API target.

3. Measuring Pupil Progress

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code § 47605(b)(5)(C).

HomeTech Charter School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

Student progress and performance on program goals will be assessed through California Assessment of Student Performance and Progress (CAASPP) test results (SBA, CMA, CAPA, CELDT, CAHSEE), benchmark assessments aligned with California’s Common Core State Standards, publisher assessments and classroom assessments such as quizzes, tests, narratives, skills checklists, and rubrics to assess skills demonstrated in integrated projects. In 2012-13, HomeTech Charter School administered the STAR math and English tests from Renaissance Learning in September, January, and May as a benchmark assessment. Formative assessments will be used on a continual basis to provide information about student performance and inform each student’s learning plan.

The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Assessments are listed here
that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement.

**Use of Data**

Student performance data will be reviewed and analyzed by the Principal and teachers not only to measure student progress but also to drive instruction and professional development, to develop strategies to support underperforming students, and to improve instruction. HomeTech Charter School will track and analyze the results of assessments to inform instruction on an ongoing basis both for individual students and for continuous improvement of the school’s instructional program, schoolwide and for numerically significant student subgroups. Teachers will use a process of self-reflection and data analysis to identify strengths and areas for growth in their methodologies.

Student assessment results will also be reviewed with parents during parent-teacher-student meetings. Teachers will also review assessment results with their students to ensure they are aware of their individual progress in learning. Sharing assessment data with parents and students can strengthen instruction and communication about a student’s progress towards meeting state standards and school-wide learning goals.

HomeTech Charter School will communicate about student and school performance regularly to school stakeholders. The governing board will review student performance data regularly. Parents will receive monthly newsletters posted online at the HomeTech website and hard copies will be available in the school office. The website also will contain information on how to access the annual School Accountability Report Card online, and copies are available as requested. Parents also receive information about the school’s program and structure at each report card period through conferences with the homeroom teacher.

**4. Governance Structure**

“*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*” Education Code § 47605 (b)(5)(D).

HomeTech Charter School will be operated as a school of HomeTech Charter School, Inc., which will be a California public benefit corporation. The HomeTech Charter School will be a direct funded, independent charter school that operates independently of PUSD. The affairs of the HomeTech Charter School will be managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of its public benefit corporation. The corporation will comply with the Brown Act. The corporation will also file Form 990 with the Internal Revenue Service, an annual reporting return that provides information on the filing organization’s mission, programs and finances.

The duties of HomeTech Charter School, Inc. Board of Directors include the following:

- Establish and approve all major educational and operational policies
• Develop annual goals and long range plans with input from the Principal and other stakeholders
• Monitor student academic performance and ensure that the school continually adjusts and refines instruction to improve student performance
• Approve all major contracts
• Approve the school's budget
• Oversee the school's fiscal affairs to ensure the school's fiscal health in the near and long term
• Receive reports from and provide recommendations to the Principal
• Hire, support, evaluate and terminate the Principal

The Principal of HomeTech Charter School will have the usual powers to oversee the day-to-day operation of HomeTech Charter School and to ensure that HomeTech Charter School is operated in accordance with the terms of this charter. The Principal of HomeTech Charter School will report directly to the Board of Directors.

The HomeTech Board will receive instructional program reviews and budget updates regularly at meetings. Information regarding HomeTech Charter School is reported annually to the Board to inform them of the school’s program, structure, and financial solvency.

As the chartering authority, PUSD shall have supervisorial oversight duties, including but not limited to visiting the charter school, monitoring compliance by HomeTech Charter School with legal reporting requirements and monitoring the fiscal condition of HomeTech Charter School. HomeTech Charter School shall promptly respond to all reasonable inquiries, including inquiries regarding its financial records, from PUSD.

The Board will have seven members, or eight if PUSD exercises its right to a voting representative on the HomeTech Charter School’s Board as provided in Education Code section 47605.6(b). Two members will be current parents/guardians of HomeTech Charter School students elected by parents of current HomeTech Charter School students. One member will be a teacher of HomeTech Charter School elected by teachers of HomeTech Charter School staff. The Principal will be an ex officio member. Three members will be community members selected by vote of current Board members. Board members may recommend the removal of a board member pursuant to the Board’s bylaws. These appointments will be made with consideration for expertise in curriculum, instruction and assessment, finance and facilities, with expertise in special education, law and business management preferred but not required. These areas of expertise are represented on HomeTech Charter School’s current Governing Board.

Building successful relationships with parents is an important part of promoting student success and developing a safe, supportive environment. As an independent study school, parents at HomeTech charter School are highly involved with their children’s education. Additionally, the school will involve parents in many ways, including the following:
- School staff will greet parents with a welcoming attitude and a willingness to understand parent concerns and seek resolution
- School expectations will be reviewed with students and parents at the beginning of the school year
- The school will issue report cards and progress reports during the school year and will send annual reports to stakeholders
- The school will hold conferences with parents at a minimum at the beginning of the school year, in the middle of the year (anticipated in December), and at the end of the year (anticipated in May)
- The school will inform parents about secondary course offerings and college entrance requirements, admissions process and financing
- Parent meetings will be scheduled at times when most parents can come
- Parents will elect two parent/guardian representatives to serve on the school’s governing Board

5. **Staff Qualifications**

   "The qualifications to be met by individuals to be employed by the school."

   - *California Education Code Section 47605(b)(5)(E)*

In accordance with Education Code 47605(d)1, HomeTech Charter School shall be nonsectarian in its employment practices and all other operations. HomeTech Charter School shall not charge tuition and, in its admission policies, shall be nonsectarian and shall not discriminate on the basis of the characteristics listed in Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

The Principal or his/her designee will hire school staff, and HomeTech Charter School will be the exclusive employer for HomeTech Charter School staff.

HomeTech Charter School will hire personnel who demonstrate the capacity to fulfill their job duties effectively and to act as responsible stewards of the health and safety of the school’s faculty, staff and pupils and who believe in the instructional philosophy, mission and vision of the school. Qualifications for key positions are listed below.

**ADMINISTRATIVE**

**Principal:**

- Minimum of five years teaching experience;
- Commitment to the mission and vision of HomeTech Charter School;
- Demonstrable understanding of educational philosophy, curriculum, and resources appropriate to the school’s model;
- Understanding of education law;
• Experience that demonstrates the ability to organize, motivate, delegate, and manage;
• Strong written and oral communication skills; and
• Preferred qualifications include the following: advanced degrees, additional public or private education or administrative experience, administrative credential, California charter schools experience, school finance certificate/understanding, management experience in any field, public speaking ability.

School Secretary:

• Commitment to the mission and vision of HomeTech Charter School;
• Proficiency in standard office hardware and software;
• Experience with database programs, school information systems or equivalent;
• Ability to interpret and communicate school policies, procedures and rules;
• Ability to work effectively without supervision;
• Knowledge of current office methods, practices, procedures and equipment;
• Ability to perform clerical work with accuracy and efficiency;
• Ability to establish and maintain cooperative working relationships;
• Strong written and oral communication skills; and
• Preferred qualifications include the following: school office experience.

Teachers:

• Commitment to the mission and vision of HomeTech Charter School;
• Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning;
• Strong interpersonal skills working with students and parents;
• Dedication to student success and enthusiasm for teaching;
• Ability to work with parents on an ongoing basis to ensure student success;
• Commitment to ongoing improvement of instruction;
• Positive references from most recent employment and/or college or graduate school; and
• Preferred qualifications include the following: experience with the school’s instructional methods.

HomeTech Charter School teachers will meet NCLB Highly Qualified provisions as applicable to charter schools, including state credentialing requirements for the core, college preparatory content areas of mathematics, language arts, science, and history/social science. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified by school policies. Teachers of high school courses that satisfy UC a-g entrance requirements will also be required to hold credentials equivalent to those in noncharter schools. Teachers of courses not subject to NCLB Highly Qualified provisions will have relevant experience and/or education to their teaching assignment. Documentation of teachers’ teaching certificates, permits, or other documents issued by the Commission on Teacher
Credentialing will be maintained in the personnel file of each teacher and are subject to periodic inspection by the PUSD.

HomeTech Charter School may also employ or retain non-certificated instructional support personnel who can demonstrate NCLB compliance and have an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Classified staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities as allowed by Education Code Section 47605(l).

6. Health and Safety of Students and Staff

“The procedures that the school will follow to ensure the health and safety of pupils and staff.” Education Code § 47605 (b)(5)(F).

Consistent with District policy and practice, HomeTech Charter School will comply with the California Education Code and current standards and policies for health and safety as well as federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, structural safety requirements. To ensure the health and safety of its students and staff, HomeTech Charter School maintains health, safety and risk management policies and a Safe School Plan. The health, safety and risk management policies will be reviewed in consultation with the school’s insurance carriers. The school also follows comprehensive health and safety procedures, summarized below:

1. Prevention of contact with blood-borne pathogens
2. Training of instructional and administrative staff in emergency response which includes “first responder” training or its equivalent
3. Immunizations of students and documentation of required records of immunizations of students and staff, in compliance with public school mandates
4. Administration and secure storage of prescription drugs and other medicines
5. Alcohol, drug, and tobacco free schools and workplaces
6. Requirement of criminal background checks of all employees prior to employment as per Education Code Section 44237
7. Requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students
8. Safe facilities which have received state Fire Marshal approval and which have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazards
9. Procedures for responses to emergencies and natural disasters, including fires, earthquake, intruders on campus, etc. (disaster plan)
10. Immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164
11. Sexual harassment prevention training and administrative response to claims
12. Vision, hearing and scoliosis screenings as required of all California public schools and in accordance with standards established by the California Department of Education.

13. School staff will conduct annual reviews to ensure all auxiliary services are safe (custodial services, hazardous materials) by developing appropriate policies, monitoring of compliance with those policies and implementation of awareness training.

14. Staff training on school policies and procedures.

HomeTech Charter School student and employee handbooks will include information on health and safety policies and procedures. The Safe School Plan will be specific to HomeTech Charter School’s school site.

HomeTech Charter School will maintain liability insurance coverage for the school site and employees in amounts equal to that which would be in place if the school site were occupied by another school of the District. HomeTech Charter School will compensate District for its proportionate share of the liability insurance purchased by District.

The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at any time students are present.

7. Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (b)(5)(G)

HomeTech Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following actions to achieve a racial and ethnic balance among the charter school’s students that is reflective of the general population residing within the territorial jurisdiction of District:

- Posting of promotional and informational material
- Use of press releases and/or other communication strategies
- Information Open House Meetings to reach prospective students and parents

HomeTech Charter School typically employs some combination of the above outreach strategies and, to date, the school’s racial and ethnic balance has been close to that of the general population residing within the territorial jurisdiction of District.

8. Admission of Students

“Admission requirements, if applicable.” Education Code § 47605 (b)(5)(H)
HomeTech Charter School admission policies, employment practices, and other operations will be nonsectarian. HomeTech Charter School shall not charge tuition and, in its admission policies, shall be nonsectarian and shall not discriminate on the basis of the characteristics listed in Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with a person or group with one or more of the above actual or perceived characteristics.

To ensure that all families have carefully considered this placement option and have decided that HomeTech Charter School is an appropriate choice for all students applying, and also to set up students to benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures may result in denial of admission. An admitted student may be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete applications for admission must be submitted to the School no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:
  - Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
  - Proof of full immunization or exception from the requirement;
  - Proof of health examinations and oral examination required by the Health and Safety Code;
  - Proof of age;
  - Emergency Card;
  - Free/Reduced Lunch Application;
  - Proof of residency;
- Parents/guardians/caregivers shall attend a pre-admission Information Open House Meeting or its equivalent.
- A signed Receipt of Family Handbook and The Parent Agreement shall be returned to the School.

Each application will be reviewed by staff to ensure it is complete before the student will be considered for admission.

HomeTech Charter School shall enroll up to capacity for each grade level all eligible students who follow the pre-admission procedures. If the number of students wishing to attend HomeTech Charter School exceeds HomeTech Charter School’s capacity, admission to HomeTech Charter School shall be determined by a single public random drawing except for existing students of the school and siblings of students admitted to or attending the school, who shall be exempt from the lottery. Preference in the public random drawing shall be granted in the following order:
• Pupils currently attending the School;
• Siblings of students currently enrolled in the School;
• Students residing within the boundaries of the Paradise Unified School District;
• Students residing outside the boundaries of the Paradise Unified School District.

Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. As vacancies occur during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery.

Prospective students and their parent/guardians will be briefed regarding HomeTech Charter School's instructional and operational philosophy and will be given a copy or summary of HomeTech Charter School's student-related policies prior to enrollment with HomeTech Charter School.

In order to be eligible for enrollment in the School, students must meet the following eligibility requirements:

• All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
• If a student will turn the appropriate age to be in kindergarten during the school year, that student may be eligible for admission on a case by case basis at the discretion of the Principal.
• No student may concurrently attend a private school that charges the student’s family for tuition.
• All students shall reside in the State of California.
• If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
• A student that has been previously expelled from the School or another educational institution may be admitted to the school at the discretion of the governing board on a case-by-case basis.
• High school students who wish to enroll four or more weeks after the beginning of a semester must provide transfer grades from their previous school showing they have been completing enough work during the semester to earn five units for each course they are taking.

9. Financial and Program Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Education Code § 47605 (b)(5)(I).

Financial Reporting
HomeTech Charter School shall receive funding in accordance with Education Code Section 47630 et. seq. and Education Code Section 47651(a). PUSD shall provide and/or perform the supervisory oversight tasks and duties specified by Education Code Section 47604.32 and/or necessitated by this charter.

HomeTech Charter School anticipates continuing to contract for business services from the PUSD in an appropriate and mutually cooperative business relationship with the PUSD as defined in a Memorandum of Understanding to be developed annually by mutual agreement.

HomeTech Charter School will maintain appropriate financial and attendance records. In accordance with the timelines required by Education Code Section 47604.33 and the MOU, a copy of the proposed fiscal year budget for HomeTech Charter School, annual updates based on Local Control Accountability Plan templates to be adopted by the State Board of Education, financial reports, and unaudited actuals will be forwarded to the PUSD and the Butte County Office of Education. HomeTech Charter School will be operated in accordance with generally accepted accounting principles (“GAAP”). HomeTech Charter School will continue to mirror the successful and fiscally sound business operations of the District, as applicable to HomeTech Charter School’s day-to-day business functions.

**Independent Fiscal Audit**

An annual independent fiscal audit of the books and records of HomeTech Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records and audit of HomeTech Charter School will be kept in accordance with GAAP. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Board of Directors, or their designee, shall select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the District, the Butte County Office of Education, the State Controller, and to the CDE by the 15th of December of each year.

In accordance with Education Code Section 47604.3, HomeTech Charter School shall promptly respond to all reasonable inquires of PUSD. HomeTech Charter School recognizes the right of PUSD to inspect or observe any part of HomeTech Charter School at any time.
10. Suspension and Expulsion Procedures

"The procedure by which pupils can be suspended or expelled." Education Code § 47605 (b)(5)(f).

Procedures by which pupils can be suspended or expelled are outlined in the HomeTech Charter School Discipline Policy. The policy is distributed as part of the Student Handbook. HomeTech Charter School also draws on the Policies and Administrative Regulations of the Paradise Unified School District Board of Trustees. HomeTech Charter School has a strict dismissal policy in regard to non-compliance with terms of admission and attendance requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes willfully causing the infliction of physical pain on a student. Corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Key procedures for student suspension and expulsion are listed below. These may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference, in person or by phone, conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

No penalties will be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
2. Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion
Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference, in person or by phone, to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The Board will make a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.

3. A copy of the school's disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Students with Disabilities

A student identified as an individual with disabilities or for whom HomeTech Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom HomeTech Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

11. Retirement Systems for Staff

“The manner in which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security” Education Code section 47605 (b)(5)(K).

For retirement benefits, HomeTech Charter School will offer STRS to its certificated staff. Non-certificated staff at HomeTech Charter School will participate in the federal social security system. The Principal will be responsible for ensuring that arrangements for coverage are made, under direction from the Board of Directors.

If the Board chooses to participate in STRS in accordance with Education Code Section 47611.3, the Butte County Office of Education will create any reports required by STRS. At the County’s request, the school shall pay the County a reasonable fee for the provision of such services.

12. Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code § 47605 (b)(5)(L).
Enrollment at HomeTech Charter School is voluntary. Enrollment at a public school in the district of residence or inter-district transfer according to District policy is an option for students who reside within the District who do not choose to attend HomeTech Charter School. Enrollment in HomeTech Charter School shall not guarantee any student placement or enrollment in any program or school of PUSD. The PUSD shall not require any student enrolled in the District to attend a charter school.

### 13. Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code § 47605 (b)(5)(M).

The PUSD shall not require any employee of the school district to be employed in a charter school. PUSD employees who leave District employment to work at HomeTech Charter School shall have no automatic right of re-employment in the District unless otherwise granted by the District in accordance with District policy. Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Job applicants for positions at HomeTech Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any District union employee who is offered employment and chooses to work at HomeTech Charter School will not be covered by his or her respective collective bargaining unit agreement.

Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

### 14. Dispute Resolution Process

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605 (b)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the PUSD, and (3) insure a fair and timely resolution of disputes.

**Internal Disputes**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of
Directors of the school, shall be resolved by HomeTech Charter School and the Board of Directors pursuant to policies and procedures adopted by HomeTech Charter School Board of Directors.

The PUSD shall not intervene in any internal disputes without the consent of the Board of Directors of HomeTech Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Principal of the charter school for resolution pursuant to the charter school’s policies. The PUSD agrees not to intervene or become involved in the dispute unless the dispute has given the PUSD reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of HomeTech Charter School has requested the PUSD to intervene in the dispute.

Disputes between the Charter School and the PUSD
In the event that the charter school and the PUSD have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in EC 47607(c) unless the PUSD chooses to have this process apply.

Both parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

In the event of a dispute between the school and the PUSD, the staff and Board of Directors members of the school and of the PUSD agree to first frame the issue in written format and refer the issue to the PUSD Superintendent and the HomeTech Charter School Principal. In the event that the PUSD Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. HomeTech Charter School/Paradise Unified School District may utilize an informal and/or a formal procedure to resolve disputes.

Informal Procedure:
- Complaint submitted in writing to HomeTech Charter School Principal or the Paradise Unified School District Superintendent.
- HomeTech Charter School Principal and PUSD Superintendent work to resolve dispute through meetings/discussions.
- If unresolved, dispute moves to a formal procedure.

Formal Procedure:
- Committee comprised of PUSD Superintendent, one PUSD Board Member, HomeTech Charter School Principal and one HomeTech Charter School Board Member meets in a timely manner to attempt resolution.
- If resolution attempt fails, Superintendent and HomeTech Charter School Principal identify a neutral third party mediator.
• A mediation session shall be developed jointly and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise.
• If mediation fails, the dispute goes to binding arbitration conducted by a single arbitrator.

The charter school and the school PUSD shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Revocation
If the Board of Trustees of the PUSD believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting a reasonable opportunity to remedy as per EC 47607 (d) to the notice and take corrective action. HomeTech Charter School understands and accepts that the Board of the PUSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that PUSD has given HomeTech Charter School prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the PUSD determines, in writing, that the violation constitutes a ‘severe and imminent threat to the health or safety of pupils’ (EC 47607d). HomeTech Charter School agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

15. Exclusive School Employer
“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with 3540) of division 4 of Title 1 of the Government Code).” Education Code § 47605 (b)(5)(O).

HomeTech Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code, commencing with Section 3540.

16. Charter School Closure
“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605 (b)(5)(P).

If the school ceases operation, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The decision to close HomeTech Charter School either by the school’s Board of Directors or by the PUSD Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the PUSD Board of Education; HomeTech Charter School Board votes to close the school; or the charter lapses.
Within 72 hours of the Closure Notice, the Authorized Closer shall commence closure proceedings by providing written notification to parents and guardians of pupils, the State Board of Education, the PUSD, the SELPA in which the school participates, the retirement systems in which the school’s employees participate and the California Department of Education.

The notice shall include the effective date of the closure (“Closure Date”), the party to contact for information related to the closure, the pupil’s districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school’s closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other
person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) (“school corporation”). If in connection with the closure, the Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

17. District Impact Statement

This section is intended to satisfy the requirement of Education Code section 47605(g) that the charter school provide the charter authorizing agency with a district impact statement. This section provides information regarding the proposed operation and potential effects of HomeTech Charter School on the PUSD.

Administrative Services
HomeTech Charter School’s Principal will have lead responsibility for administering the school under policies adopted by the school’s Board of Directors. HomeTech Charter School anticipates that PUSD will provide administrative support services to the school according to a Memorandum of Understanding (MOU) to be developed between the school and the District by mutual agreement. HomeTech Charter School will compensate PUSD for its share of such administrative services as per the terms of the MOU. Services to be provided may include the following:

- Human resource services, including the administration of the criminal clearance process, payroll, health and welfare benefits, and retirement systems
- Facilities and grounds maintenance
• Custodial services  
• Food and nutrition services  
• Information technology services  
• School nursing services, including health screenings  
• Special education and related services  
• Liability insurance

In addition, the PUSD is required as per California law to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Facilities
HomeTech Charter School currently is in the second year of a three year lease for the property at 7126 Skyway. Should the facility no longer meet our needs programmatically, physically or fiscally, we will consider relocation. The school has occupied the facility for six years. A copy of the lease is available on request.

Civil Liability
HomeTech Charter School will be formed as a California public benefit corporation. As such, the school’s founders presume that the PUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the PUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the PUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school’s assets, staff, Board of Directors members, and, where appropriate, PUSD personnel.

18. Additional Conditions

Term and Renewal of the Charter

The term of HomeTech Charter School charter shall be five years commencing July 1, 2014. HomeTech Charter School may request from PUSD a renewal, and/or a material revision, of the charter at any time prior to expiration. A renewal request should be presented by HomeTech Charter School no later than 120 days prior to the expiration of the charter.

PUSD agrees to hear and render a decision regarding a renewal, a material revision, or an amendment to the charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code §47605. Renewal shall be considered in accordance with Education Code Section 46707.

Severability
Details of any business or administrative services, special education services, costs and funding between the District and HomeTech Charter School shall be determined by mutual agreement in a separate MOU.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter, which are inconsistent with the terms of this charter, the parties agree to work cooperatively to amend this charter and any applicable MOU provisions to accord with any such changes.

The terms of this charter contract are severable. In the event that any provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the PUSD and the governing board of HomeTech Charter School.