YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

August 12, 2026

Katharine Rosser	Trustee Area 1
John Nicoletti	Trustee Area 2
Marjorie Renicker	Trustee Area 3
Desiree Hastey	Trustee Area 4
Tracy Bishop	Trustee Area 5

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Rob Gregor
Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, August 12, 2026 – 4:30 p.m.
Yuba County Business Center, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

PUBLIC COMMENTS: Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a "Request to Speak" card before the start of the meeting and give it to the Secretary, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes total time for public input on each item.

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS

   This item is being placed on the agenda to allow any member of the public to speak on non-agenda items or to share information with the Board.

   The California Government Code, Section 54595.2(a)(2) states, *"No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."*

3. APPROVAL OF AGENDA **ACTION ITEM**

4. CONSENT AGENDA **ACTION ITEM**

   4.1 APPROVAL OF JULY 15, 2026, BOARD MINUTES – Page 3

   The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Board Member may request that an item be pulled for further discussion.

5. SUPERINTENDENT'S REPORT

   5.1 RECOGNITION OF DENISE & DAVID LANDIS **INFORMATION ITEM**

   The Yuba County Board of Education recognizes and thanks Denise and David Landis of The Village Coffee Shoppe & Bistro for their generous support of our students with the Farm-to-Fork Brunch. Their commitment to creating meaningful learning opportunities has helped students develop valuable skills for future success. The Board appreciates their continued partnership and dedication to student achievement.

5.2 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE SUPERINTENDENT/DIRECTORS/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST **INFORMATION ITEM**

6. EDUCATIONAL SERVICES

6.1 EDUCATIONAL SERVICES UPDATE **INFORMATION ITEM**
Jessica Geierman

6.2 PUBLIC HEARING **INFORMATION ITEM**
CERTIFICATION OF STATE INSTRUCTIONAL MATERIALS SUFFICIENCY - HARRY P. B. CARDEN SCHOOL – Page 6

6.3 ADOPTION OF RESOLUTION NO. 2026-04 **ACTION ITEM**
SUFFICIENCY OF INSTRUCTIONAL MATERIALS AT HARRY P.B. CARDEN SCHOOL

6.4 PRESENTATION OF STAFF REPORT AND FINDINGS OF FACT REGARDING CORE YUBA CHARTER PETITION - Page 26 **INFORMATION ITEM**

6.5 BOARD ACTION ON RESOLUTION NO. 2026-05 TO APPROVE OR DENY THE PETITION FOR THE ESTABLISHMENT OF CORE YUBA CHARTER SCHOOL PURSUANT TO EDUCATION CODE SECTION 47605.6 - Page 174 **ACTION ITEM**

The governing board is required to adopt a resolution stating whether each pupil within the program has sufficient or insufficient textbooks or instructional materials in specified subjects consistent with the content and cycles of the curriculum frameworks adopted by the state board pursuant to Education Code Section 60119.

7. ADVANCED PLANNING

7.1 NEXT REGULAR BOARD MEETING **INFORMATION/ ACTION ITEM**
SEPTEMBER 9, 2026 – 4:30 P.M.
LOCATION: YUBA COUNTY BUSINESS CENTER, BECKWOURTH ROOM, 1114 YUBA STREET, MARYSVILLE, CA 95901

8. ADJOURN **ACTION ITEM**

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES

Wednesday, July 8, 2026 – 4:30 p.m.
1114 Yuba Street, Beckwourth Room, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President Bishop called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on July 8, 2026, at 1114 Yuba Street, Marysville, CA 95901.	**CALLED TO ORDER**: 4:30 p.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	John Nicoletti, Katharine Rosser, Marjorie Renicker, and Tracy Bishop are present. Desiree Hastey was absent. Tracy Bishop led the recital of the Pledge of Allegiance.	**QUORUM PRESENT**
2. PUBLIC COMMENTS	Melonie Soland served as the Special Education Director at YES Charter for the 2025/26 school year. She reported students were being injured by a teacher. Ms. Soland documented and reported mistreatment of students. She shared that Ms. Miller asked her to reduce the number of students in special education. Ms. Miller eliminated the special education director position and shared that they were outsourcing this for the next school year. Emma Lackey is an 8th grade student at YES Charter for the 2025/26 school year. Doesn't feel prepared for the upcoming school year. Emma shared that she didn't feel supported by her teachers. She didn't feel safe at school. She shared she witnessed vaping, students fighting, and adult conflict. Private medical information was shared by others at the school. She was removed on the last day of school, which ruined her perfect attendance. Patricia Sullivan thanks the board for passing along her Williams Report. She is a grandparent of a 5th grade student at YES Charter. Ms. Sullivan doesn't feel the teachers are	

	credentialed. Her grandson has been assaulted at YES Charter. He is a student in special education who is at a 3rd grade academic level.	
3. APPROVAL OF AGENDA	President Bishop directed Board members to the July 8, 2026, Agenda for their review and approval. Upon a motion by Katharine Rosser, duly seconded by John Nicoletti, the Board unanimously approved the July 8, 2026, Agenda as presented.	**MOTION:** To approve the July 8, 2026, Agenda as presented **MOTION:** Katharine Rosser **SECOND:** John Nicoletti **MOTION APPROVED (4/0)**
4. CONSENT AGENDA	President Nicoletti directed board members to the July 8, 2026, Consent Agenda for their review and approval. Upon a motion by Trustee Renicker, duly seconded by Trustee Rosser, the board unanimously approved the Consent Agenda as presented.	**MOTION:** To approve the Consent Agenda as presented **MOTION:** Marjorie Renicker **SECOND:** Katharine Rosser **MOTION APPROVED (4/0)**
5. SUPERINTENDENT'S REPORT	**5.1 Quarterly Report on Williams Uniform Complaints** Superintendent Gregor presented the 4th Quarter Report on Williams Uniform Complaints and noted that no complaints were filed. Amy Clawson addressed the board and presented a packet with information about YES Charter. She wanted to make sure the board received the Williams Uniform Complaint from a parent from YES Charter. A petition is circulating for the removal of Louise Miller. **5.2 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest** Superintendent Gregor shared the following items of interest:	

	• June 16 - Change of Command for Col Hansen • June 17 - Change of Command for Col McLeese • June 17 - 19 - Association of California School Administrators (ACSA) Region 2, Leadership Mtg • June 24 - Safety Training Recording with MJUSD • June 25 - Blue Zones Celebration Freebirds Baseball Game • June 26 - Miss Yuba Sutter Judging • June 30 - Executive Assistant 2nd Interview • July 7 - CSERN Interview Panel Trustee John Nicoletti appreciates Superintendent Gregor's efforts to align departments with their programs. Trustee Nicoletti shared the farm-to-fork brunch on Sunday, July 12, 2026. Employers are excited to attend the event to do job prospecting. The students visited the Xiong family farm and learned about picking produce when it is ripe. The students were very respectful and learned a lot.	
8. ADVANCED PLANNING	**8.1 Next Regular Board Meeting** **August 12, 2026 – 4:30 p.m.** **Location: Yuba County Business Center, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901**	
9. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, the Board unanimously adjourned the July 8, 2026, Yuba County Board of Education meeting at 4:58 p.m.	**MOTION:** To adjourn **MOTION:** John Nicoletti **SECOND:** Marjorie Renicker **MOTION APPROVED (4/0)**

Respectfully submitted,

Recorded by:
Amy Nore

Rob Gregor
Yuba County Superintendent of Schools

YCOE
Yuba County Office of Education
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Harry P. B. Carden School
Middle School Level (Gr. 6-8) Instructional Materials Survey
2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **English Language Arts** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
8	Edgenuity	0	Chromebook and printed materials	N/A	YES	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 8.6.26

YCOE
Yuba County Office of Education
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Harry P. B. Carden School
Middle School Level (Gr. 6-8) Instructional Materials Survey
2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Math** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
8	Edgenuity	0	Chromebook and printed materials	N/A	YES	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 7.6.26

YCOE
Yuba County Office of Education
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Harry P. B. Carden School

Middle School Level (Gr. 6-8) Instructional Materials Survey

2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Science** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
8	Edgenuity	0	Chromebook and printed materials		Yes	

Certified By: S. Fortner

Sherry Fortner
Principal

Date: 7.6.26

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Harry P. B. Carden School
Middle School Level (Gr. 6-8) Instructional Materials Survey
2025-2026

Yuba County Office of Education Alternative Program Board-approved adopted **Social Science** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
8	Edgenuity	0	Chromebook and printed materials	N/A	Yes	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 7.6.26

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Yuba County Office of Education
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Harry P. B. Carden School

High School Level (Grades 9-12) Instructional Materials Survey

2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **English Language Arts** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Edgenuity	5	Chromebooks and printed materials	N/A	Yes	
10	Edgenuity	6	Same	N/A	Yes	
11	Edgenuity	8	Same	N/A	Yes	
12	Edgenuity	12	Same	N/A	Yes	

Certified By: S. Fortner

Sherry Fortner
Principal

Date: 7.6.26

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Harry P. B. Carden School
High School Level Instructional Materials Survey
2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Math** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Edgenuity	5	Chromebooks and printed materials	N/A	Yes	
10	Edgenuity	6	same	N/A	Yes	
11	Edgenuity	8	same	N/A	Yes	
12	Edgenuity	12	same	N/A	Yes	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 7.16.26

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Harry P. B. Carden School
High School Level Instructional Materials Survey
2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Science** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Edgenuity	5	Chromebooks and printed materials	N/A	Yes	
10	Edgenuity	6	Same	N/A	Yes	
11	Edgenuity	8	Same	N/A	Yes	
12	Edgenuity	12	Same	N/A	Yes	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 7.6.26

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Harry P. B. Carden School
High School Level Instructional Materials Survey
2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Social Science** Instructional Materials:

Grade	Adopted Textbooks/Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Edgenuity	5	Chromebooks and printed materials	N/A	Yes	
10	Edgenuity	6	Same	N/A	Yes	
11	Edgenuity	8	Same	N/A	Yes	
12	Edgenuity	12	Same	N/A	Yes	

Certified By: S. Fortner
Sherry Fortner
Principal

Date: 7.16.24

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Harry P. B. Carden School

Middle School and High School Level Instructional Materials Survey

2026-2027

Yuba County Office of Education Alternative Program Board-approved adopted **Health** Instructional Materials:

Grade	Adopted Textbooks /Instructional Materials	Number of Students Enrolled	Number of Textbooks available	ISBN Number	Sufficient	Insufficient
9	Edgenuity	5	Chromebooks and printed materials	N/A	Yes	

Certified By: S. Fortner

Sherry Fortner
Principal

Date: 7.6.26

JOINT RESOLUTION

RESOLUTION OF THE YUBA COUNTY OFFICE OF EDUCATION AND THE BOARD OF EDUCATION IN THE COUNTY OF YUBA, STATE OF CALIFORNIA, IN THE MATTER OF: RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS AT HARRY P.B. CARDEN

Resolution No. 2026-04

THE BOARD OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS OF THE COUNTY OF YUBA DOES HEREBY RESOLVE AS FOLLOWS:

WHEREAS, the governing board of Yuba County Office of Education, in order to comply with the requirements of Education Code Section 60119, held a public hearing on August 12, 2026, at 4:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day), and which did not take place during or immediately following school hours; and

WHEREAS, the governing board provided at least 10-day notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Yuba County Office of Education; and

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics English/Language Arts Social Studies Science See Attached; and

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Laboratory materials were purchased and/or made available as needed for lab classes; and

NOW, THEREFORE, BE IT RESOLVED, that we, the Yuba County Board of Education and the Yuba County Superintendent of Schools, do hereby resolve that for the 2026-2027 school year, the Yuba County Office of Education has provided each pupil attending Harry P.B. Carden School with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

I, Rob Gregor, Superintendent of Schools, in the County of Yuba, State of California, do hereby certify that this resolution, proposed jointly by the Yuba County Board of Education and Yuba County Superintendent of Schools, was duly passed, and adopted at a regular meeting thereof assembled this 12th day of August 2026, by the following vote, to wit:

AYES:
NOES:
ABSENT:

This resolution shall take effect upon its adoption.
PASSED AND ADOPTED the 12th day of August 2026.

ATTEST:

Rob Gregor
Secretary to the Yuba County Board of Education

Rob Gregor
Yuba County Superintendent of Schools

Tracy Bishop
Board President

YCOE
Yuba County Office of Education
Better Together

Rob Gregor
Superintendent of Schools
Yuba County Office of Education
935 14th Street, Marysville CA | 530.749.4900

To: The Yuba County Board of Education

From: The Yuba County Office of Education, Educational Services Division

Subject: Staff Report Regarding the CORE Yuba Charter New Petition

Date: July 28, 2026

The Yuba County Office of Education oversees charter schools on behalf of the Yuba County Board of Education. For petition review, the designated Yuba County Office of Education charter school contact leads a review committee to prepare a staff report containing findings of fact, as required by California Education Code (EC) § 47605.6(b). This report provides details of the review and findings of fact related to the submitted petition.

I. SUMMARY

The review committee evaluated the CORE Yuba Charter petition against the statutory criteria in Education Code § 47605.6. The committee found that the petition satisfies all foundational legal requirements, including verified meaningfully interested teacher signatures, required statutory affirmations, and an exclusive public employer declaration.

The review further determined that the petitioner presents a viable countywide benefit justification, supported by evidence of regional student mobility, rural access barriers, and the need for flexible instructional delivery across dispersed communities. The petition demonstrates that a countywide structure is necessary to provide equitable access to instructional support, Career Technical Education pathways, and rapid response services for students residing throughout Yuba County and its contiguous counties.

Based on these findings, staff concludes that the petition reflects a sound educational program and demonstrates petitioner capacity consistent with effective charter school operation.

II. BACKGROUND

Lead petitioner Chris Mahurin, Superintendent of CORE Charter, is seeking approval from the Yuba County Board of Education for CORE Yuba Charter, a proposed non-classroom-based countywide benefit program intended to serve students in grades 9-12 throughout Yuba and contiguous counties. The petition, submitted on April 29, 2026, requests a charter term from July 1, 2027, through June 30, 2032. CORE Charter Schools has operated its high school program for more than two decades at its Marysville location under the authorization of Camptonville Elementary School District. Because this site is located outside the geographic boundaries of its authorizing district, CORE Charter

remains subject to the location restrictions established under AB 1507. While the petition does not explicitly identify the proposed charter as a remedy, or include plans for the continued operation of the existing program under a separate authorization, the continued operation of an out-of-district site under the existing charter remains an outstanding compliance consideration and provides important context for the current request.

The petition outlines an expansion of CORE's established personalized learning model, known for individualized instructional planning, flexible scheduling, and alternative education approaches. CORE Yuba Charter would offer a comprehensive high school program integrating academic coursework, Career Technical Education pathways, and dual-enrollment opportunities aligned with regional workforce and postsecondary needs. Pursuant to Education Code 47605.6(a)(1)(B), the petition includes signatures from ten meaningfully interested teachers. The petitioner intended this to be more than half of the twelve teachers the Charter School anticipates employing in its first year to serve an estimated 250 students. The petition asserts that Yuba County's rural geography, transportation barriers, and dispersed student population require a countywide structure to ensure equitable access and consistent instructional support. CORE proposes to continue operating from its Marysville site at 321 16th Street and may establish additional instructional support locations, including potential services near or on Beale Air Force Base, to better serve military-connected families. Instruction would be delivered through a flex-based model combining home-based study, online coursework, community-based learning, and limited on-site support. The petition also highlights CORE's WASC accreditation, experienced leadership, and history of sound fiscal and governance practices as the foundation for implementing the proposed program.

III. LEGAL STANDARDS

Timeline

In compliance with EC § 47605.6(b), the Yuba County Board of Education held a Public Hearing on June 10, 2026, to consider the level of support for the petition from teachers, other employees, and parents. EC § 47605.6(b) also requires that the Yuba County Board of Education conduct a second public hearing and render its decision on the request within 90 days of receipt of a petition certified complete, unless there is a mutually agreed-upon 30-day extension. The determination hearing is scheduled for August 12, 2026. The authorizing board is required to publish all staff recommendations, including recommended findings, at least fifteen (15) days prior to the determination hearing.

Petition Submission Requirements

Under California Education Code § 47605.6, an authorizer must evaluate a countywide charter petition to determine whether it meets all statutory requirements before approval. A petition is deemed received for purposes of commencing the statutory review timeline when the petitioner submits the petition to the county office of education with a signed certification that the petition is complete. The submitted petition must include required affirmations and signatures of meaningfully interested teachers or parents, and demonstrate that the proposed charter school will provide educational services to a pupil population that will benefit from those services and that cannot be served as well by a charter school operating in only one district. Furthermore, the petition must

provide reasonably comprehensive descriptions of all sixteen (16) required elements outlined in the statute.

Granting or Denying the Request

Once the petition has been accepted as complete and the statutory review timeline has begun, the authorizer must evaluate the petition against the criteria established in Education Code § 47605.6(b)(1)–(7).

Under this section, a county board of education may grant a countywide charter only if it determines that:

- Granting the charter is consistent with sound educational practice.
- The petition provides reasonable justification for why the charter could not be established by petition to a single school district under § 47605.

The county board must deny the petition if it finds any of the following:

1. The proposed charter school presents an unsound educational program for the pupils to be enrolled.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition lacks the required number of valid signatures under subdivision (a).
4. The petition does not include affirmations of all required conditions under subdivision (e).
5. The petition fails to provide reasonably comprehensive descriptions of all sixteen required elements.
6. The petition omits a declaration regarding whether the charter school will be the exclusive public school employer under the Educational Employment Relations Act.
7. Any other basis that the county board finds justifies the denial of the petition.

IV: FINDINGS OF FACT: REVIEW COMMITTEE ANALYSIS

COUNTYWIDE BENEFIT JUSTIFICATION EC § 47605.6(b)
Did the submission include a reasonable justification for why the Charter could not be established by petition to a school district pursuant to Section 47605?
Yes

Analysis of the Justification

The petition provides a reasonable and well-supported justification for countywide authorization. The Petitioner affirms that affected districts were notified in writing of the intent to submit a countywide petition. The Petitioner's rationale centers on ensuring equitable access and responsiveness to student needs across the county. Key elements include:

- **Regional mobility and rural access:** The charter addresses student transiency and geographic dispersion within the county, ensuring continuity of educational services for mobile and rural populations.
- **Career Technical Education (CTE) pathway access:** Countywide authorization supports broader participation in CTE programs that may not be feasible within a single district's boundaries. Examples provided in the submitted petition include, but are not limited to
    - **Agriculture and Natural Resources** prepares students for careers in sustainable farming, environmental stewardship, and resource management.
    - **Health Science and Medical Technology** supports entry into healthcare professions through foundational science and clinical skills.
    - **Transportation and Aviation** offers exposure to automotive technology, logistics, and flight-related careers.
    - **Information and Communication Technologies** develops digital literacy and technical skills for the IT and cybersecurity fields.
    - **Arts, Media, and Design** fosters creative and technical competencies in the visual and performing arts.
    - **Education and Child Development** prepares students for careers in teaching and early childhood.
    - **Business and Entrepreneurship** cultivate financial literacy, management, and innovation skills.
- **Rapid response to identified needs:** The charter's structure allows flexible establishment of resource centers to meet with students promptly as needs arise, enhancing responsiveness and service delivery.
- **Consistency and equity in educational services:** Countywide oversight promotes uniform quality and equitable access to high-quality education across diverse communities covering a large geographic footprint.

Although not a formal justification under statute, the school notes that when a single countywide authorizer provides oversight, student-generated funding is directed toward student support rather than toward meeting duplicative compliance requirements for multiple authorizers.

While portions of pages 10-11 of the justification are largely redundant, these four substantive points collectively provide a strong and reasonable justification for countywide establishment.

EVALUATION BASED ON EC § 47605.6(c)
1. Educational Program
Does the petition present a sound educational program for the pupils to be enrolled?
Yes

2. Capacity to Implement
Are the petitioners likely to successfully implement the program as described in the petition?
Yes
3. Signature Threshold
Does the petition include signatures from at least one-half of the number of parents or guardians of pupils the school expects to enroll in its first year who are meaningfully interested in enrolling their children? **-OR-** **Does the petition include signatures from at least one-half of the teachers the school expects to employ in its first year?**
Yes
4. Required Affirmations
Does the petition include all required affirmations that the school will be nonsectarian, tuition-free, nondiscriminatory, and open to all pupils who wish to attend, consistent with lawful admissions preferences?
Yes
5. Reasonably Comprehensive Descriptions
Does the Petition meet the standards and criteria described in Section 47605.6(b)(5), including but not limited to a reasonably comprehensive description of all required elements?
Yes
6. Exclusive Public Employer Declaration
Does the petition declare whether the charter school will be the exclusive public employer for purposes of collective bargaining?
Yes

7. Any Other Basis for Denial
Is there any other basis that the county board of education would find justifies the denial of the petition?
No

Analysis of the Educational Program

Following comprehensive evaluation of the petition, staff confirms that the educational program presents a highly structured, standards-aligned personalized learning model for grades 9–12 that fully meets statutory requirements under EC § 47605.6(b)(5)(A) and EC § 51747 et seq.:

- **Master Schedule & Instructional Design:** Demonstrates a complete center schedule across 13 learning spaces/labs. Incorporates dedicated flex periods for one-on-one personalized learning support, core academics, Yuba College dual-enrollment courses, world languages, and 7 distinct 2-year CTE pathways.
- **Independent Study Governance & Master Agreement:** Board Policy 600 establishes full statutory compliance with independent study mandates, ensuring voluntary enrollment, contiguous county residency verification, apportionment claimed strictly on certificated time-value of work product, and annual Master Agreements executed prior to attendance reporting. The Master Agreement includes required UC/CSU A-G credit expectations, weekly reporting protocols, CHYA opt-out procedures, transportation disclaimers, and mandatory state assessment participation agreements.
- **Attendance & Intervention Protocols:** The Compact Violation / Missing Assignment Report policy provides a rigorous, 3-tiered intervention process for unexcused missed assignments (5+), missed center classes, or unresponsive communication. Interventions mandate Student Study Team (SST) / IEP meetings, written warnings, and a compliant 5-day written notice of involuntary withdrawal with appeal rights for a 3rd occurrence.
- **Graduation Requirements & Course Catalog:** Board Policy 500 requires 220 total credits for high school graduation and explicitly incorporates new state mandates including 5 credits of Ethnic Studies (graduating class of 2029–30) and 5 credits of Personal Finance per AB 2927 (graduating class of 2030–31). It also provides a non-diploma Certificate of Completion (COC) pathway for eligible special education students and retroactive diploma provisions under EC § 51413. Additionally, it outlines a comprehensive UC/CSU A-G course catalog, 2-year CTE industry pathways, and a 2.0 GPA requirement for work permits.
- **Assessment Framework:** Establishes a complete 2027–2028 assessment matrix combining local diagnostic/interim assessments with state summative assessments.

Analysis of the Petitioners' Capacity to Implement

The petitioners demonstrate strong operational, instructional, and fiscal capacity to execute the

proposed program. CORE Charter Schools has successfully operated a high school program for over two decades with active WASC accreditation, sound fiscal management, established administrative infrastructure, and experienced leadership.

Analysis of the Signature Threshold

Page 5 of the petition states:

"Pursuant to Education Code § 47605.6(a)(1)(B), this charter has been signed by ten meaningfully interested teachers, which is more than half of the twelve teachers that the Charter School estimates will be employed at the school during its first year of operation, to serve approximately 250 students."

Appendix P includes the required statement and signatures of meaningfully interested teachers. During its review, the Yuba County Office of Education staff used the California Credential Commission search to verify that ten of the twelve signatories hold valid credentials authorizing instruction in high school subject areas. This verification confirms that the petition meets the statutory threshold of signatures from more than fifty (50) percent of the proposed first-year teaching staff.

Analysis of the Required Affirmations

The petition review verified all required statutory affirmations, including but not limited to nonsectarian, tuition-free, nondiscriminatory, open to all pupils affirmations and the exclusive public employer declaration for collective bargaining, which are explicitly included.

Analysis of Reasonably Comprehensive Descriptions

The following section summarizes the review of the petition; only elements in which the Yuba County Office of Education staff identified major or minor findings are detailed below. Minor findings need not constitute a denial and may, at the discretion of the authorizing board, be addressed in an MOU incorporated into a determination for approval.

Element A (1): Educational Program

Targeted Student Population

The petition identifies the communities to be served, including socioeconomically disadvantaged and mobile families, but lacks a comprehensive demographic analysis or data-supported description of academic needs.

Instructional Design and Curriculum

The petition provides limited detail on instructional methods, professional development, and technology integration. Greater specificity regarding research-based strategies and teacher capacity-building would strengthen implementation readiness.

Attendance and Independent Study Procedures

While required policies are referenced and included in the Appendix, the petition does not fully demonstrate how attendance accounting will meet audit standards for independent study. Clarification of daily attendance and work-completion procedures would strengthen the petition.

Element B (2): Measurable Student Outcomes

Schoolwide Performance Targets

Although the petition includes goals for attendance, dropout, and graduation, it does not specify numeric targets or rates. The use of general "increase/decrease" language limits the ability to measure progress against state benchmarks. Staff also notes a potential misalignment between the Local Control and Accountability Plan (LCAP) and Element 2, which may hinder effective monitoring. WASC accreditation processes could further complicate progress monitoring if a cohesive plan is not articulated.

Monitoring & LCAP Alignment

Staff notes a potential misalignment between the Local Control and Accountability Plan (LCAP) and Element 2 tables, which may hinder effective progress monitoring due to a high volume of uncoordinated goals and metrics. Additionally, integrating WASC accreditation monitoring requires a unified progress monitoring framework.

Analysis of the Exclusive Public Employer Declaration

This condition was met on page 6 of the petition under *Affirmations and Declarations*.

Any Other Basis for Denial

The Yuba County Office of Education's review of the CORE Yuba Charter petition did not identify any additional findings beyond those presented in this staff analysis. However, the authorizing Board retains full discretion under Education Code § 47605.6 to determine whether the petition meets the standards for approval and may identify any additional basis for denial. The Yuba County Board of Education retains the full authority to deny, as outlined in Section V. below.

V. CHARTER PETITION REVIEW COMMITTEE FINDINGS OF FACT

Under California law, a county board of education **may** grant the establishment of a countywide benefit **only if** it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has a reasonable justification for not being established by petition to a school district pursuant to Section 47605.

The county board of education **shall deny** a new charter petition if it finds one or more of the following:

The county board **must deny** the petition **if it finds** any of the following:

1. The proposed charter school presents an unsound educational program for the pupils to be enrolled.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition lacks the required number of valid signatures under subdivision (a).
4. The petition does not include affirmations of all required conditions under subdivision (e).
5. The petition fails to provide reasonably comprehensive descriptions of all sixteen required elements.
6. The petition omits a declaration regarding whether the charter school will be the exclusive public school employer under the Educational Employment Relations Act.
7. Any other basis that the county board finds justifies the denial of the petition.

This report provides two options to support the Yuba County Board of Education in its determination whether to approve or to deny the CORE Yuba Charter School Petition.

Option 1: Approval [Recommended]

Should the Yuba County Board of Education **approve the charter** for a five-year term from July 1, 2027, through June 30, 2032, written findings of fact need not be adopted.

The Yuba County Board of Education **must affirm** that it is satisfied that:

1. Granting the charter is consistent with sound educational practice, and
2. The petition provides reasonable justification for why the charter could not be established by petition to a single school district under § 47605.

Conditions of Approval

Minimal concerns identified during the staff review shall be addressed by directing YCOE staff to draft a Memorandum of Understanding (MOU) between the CORE Yuba Charter and the Yuba County Board of Education. The Board Resolution shall require CORE to execute an MOU, to be incorporated into the approved charter, that includes all provisions listed below, as well as any additional conditions or requirements identified by the Yuba County Board of Education, and to adopt a Board Resolution Conditionally Approving the Charter Renewal for the applicable renewal term; and, alternatively, to adopt Option 2, denial based on 'any other reason for denial' should the required conditions not be satisfied.

The MOU and/or any addendum thereto shall address all of the following requirements, on terms acceptable to the County Superintendent or designee:

1. **Oversight Terms:** Expectations regarding annual oversight activities, reporting timelines, and associated statutory oversight fees.
2. **Demographic Monitoring:** Provisions to track and report student demographic representation relative to Yuba County and contiguous service areas.
3. **Quantitative Benchmark Outcomes:** Refinement of Element 2 performance targets to establish explicit numeric annual benchmark rates for CAASPP, attendance, graduation, and dropout metrics.
4. **Facility Notification Protocol:** Advance 60-day written notification to YCOE prior to establishing or opening any new instructional support location in Yuba County.

The signed MOU shall be returned to the Yuba County Board of Education no later than May 15, 2027, or such later deadline as may be agreed to by the County Superintendent or designee, for Board approval and signature.

[OR]

Option 2: Denial

The Yuba County Board of Education **must deny the request** for CORE Yuba Charter School if it makes one or more of the statutory findings under EC § 47605.6(b). Yuba County Office of Education staff recommend the Board of Education identify specific findings from the following list and adopt this Staff Report inclusive of findings of fact.

1. The proposed charter school presents an unsound educational program for the pupils to be enrolled.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition lacks the required number of valid signatures under subdivision (a).
4. The petition does not include affirmations of all required conditions under subdivision (e).
5. The petition fails to provide reasonably comprehensive descriptions of all sixteen required elements.
6. The petition omits a declaration regarding whether the charter school will be the exclusive public school employer under the Educational Employment Relations Act.
7. Any other basis that the county board finds justifies the denial of the petition.

Staff Report: CORE Yuba Charter

Countywide Benefit Charter Petition Review

Yuba County Board of Education Meeting

August 12, 2026

Executive Summary

Legal Requirements

Petition satisfies foundational legal requirements: teacher signatures, statutory affirmations, and public employer declaration.

Countywide Benefit

Justification supported by regional mobility, rural access barriers, and flexible instructional delivery for dispersed communities.

Capacity

Petitioner demonstrates strong operational, instructional, and fiscal capacity consistent with effective charter operation.

Background & Context

Lead Petitioner: Chris Mahurin, Superintendent of CORE Charter.

Proposed Program: Non-classroom-based countywide benefit serving grades 9-12.

Proposed Term: July 1, 2027 – June 30, 2032.

History: Over two decades of high school operations in Marysville.

Review Timeline (EC § 47605.6)

April 29, 2026

Petition Submission

Petition officially received by YCOE. Triggers statutory timeline and initiates comprehensive staff review across fiscal, legal, and educational program domains.

June 10, 2026

Public Hearing

Board held required public hearing to gauge level of support for the petition by teachers, parents, and community members per EC§ 47605.6(b).

August 12, 2026

Board Determination

Board considers staff evaluation report, findings of fact, and recommendations to take final action granting or denying the countywide charter petition.

Legal Framework: Standard vs. Countywide Charter

Charter Type	Standard Charter School (Education Code § 47605)	Countywide Benefit Charter (Education Code § 47605.6)
Authorizer & Scope	Authorized by a local school district for services within district boundaries.	Authorized **directly by** the County Board of Education to serve students countywide.
Primary Purpose	Provides an alternative public school option within the authorizing district.	Must demonstrate services that **cannot be provided** by a single school district.
Instructional Benefit	Standard educational program meeting state standards.	Must provide specialized services that offer a **direct educational benefit** to students countywide.
Location Requirements	Restricted to geographic boundaries of authorizing school district.	May operate facilities/resource centers **across multiple districts** throughout the county.

Justification for Countywide Status

Regional Mobility

Addresses student transiency and geographic dispersion across Yuba County.

CTE Pathway Access

Provides specialized vocational programs not feasible in single districts.

Rapid Response

Flexible resource centers to meet students promptly as local needs arise.

CTE Pathway Specializations

- Agriculture & Natural Resources
- Health Science & Technology
- Transportation & Aviation
- ICT & Cybersecurity
- Arts, Media, & Design

Statutory Findings of Fact

10/12

Teacher Signatures

Verified valid credentials for high school subject instruction.

250

Estimated Enrollment

Targeting socioeconomically disadvantaged and mobile families.

Operational Capacity: WASC accreditation, established administrative infrastructure, and history of sound fiscal management confirmed.

Demonstrating a Sound Educational Program

Instructional Delivery & Design

- 13 specialized learning spaces/labs with scheduled flex periods for 1-on-1 support.
- Full compliance with Policy 600 independent study apportionment requirements (certificated time -value).

Rigorous Graduation Standards (Policy 500)

- **220 total credits** required for high school graduation.
- Full alignment with UC/CSU A-G postsecondary admission requirements.

Tiered Academic Intervention

- Structured 3-tiered intervention protocol for compact violations (5+ missing assignments).
- Proactive monitoring system to support struggling students early.

State Mandates & College Pathways

- Incorporates upcoming statutory requirements: Ethnic Studies (2029-30) and Personal Finance (2030-31).
- Integrated Dual Enrollment partnership with Yuba College for advanced coursework.

Recommended Conditions for Approval

Staff recommends addressing minor findings through a Memorandum of Understanding (MOU) covering:

Oversight: Expectations for annual activities and reporting timelines.

Demographics: Provisions to track representation relative to the county.

Benchmarks: Explicit numeric annual targets for CAASPP, graduation, and dropout rates.

Facilities: 60-day notification protocol prior to opening new locations.

Staff Recommendation: Approval

Staff concludes that the petition is consistent with sound educational practice and meets all statutory requirements for a **five-year term (2027-2032)** with the execution of a **Memorandum of Understanding.**

Options for the Board

The Yuba County Board of Education has several legally compliant options. The Board may also consider other options not liste here.

OPTION A

"Motion to Approve Resolution to Grant the Charter for CORE Yuba Charter School for a term of 5 years."

CORE is permitted to commence operations in July 2027 for a 5-year term through June 2032.
Required development of, and agreement to, an MOU is included in this resolution.

OPTION B

"Motion to Approve Resolution to Grant the Charter for CORE Yuba Charter for a term of 5 years with conditions."

Staff Recommendation: Condition requires the Charter School to collaborate with YCOE to address minor findings via MOU.
MOU to include refined demographic monitoring and quantitative benchmarks for student outcomes.

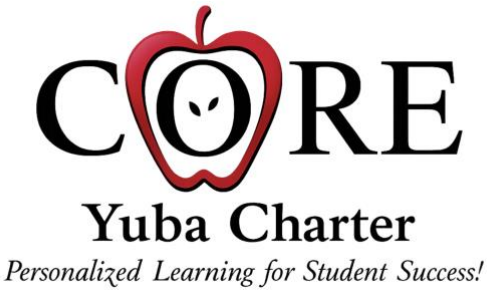
OPTION C

"Motion to Deny the Petition for CORE Yuba Charter School based on findings."

**Staff does not have recommended findings for denial at this time.*

Should the Board wish to deny this petition, specific statutory findings of fact would need to be adopted by the Board from the dias.

CORE Yuba Charter



Charter Petition

Submitted to the Yuba County Board of Education on April 29, 2026

For the Term July 1, 2027 – June 30, 2032

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O. Budget Projection

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U. Employee Handbook

V. Student Study Team Process/Referral

W. Yuba County SELPA Procedural Handbook

Charter School Intent and Charter Requirements

It was the intent of the California Legislature, in enacting the Charter Schools Act of 1992 (the "Act"), to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under the Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Education Code Section 47601(a)-(g)

CORE has a demonstrated history of accomplishing the goals listed above through creative and challenging academic programs. Details of the education program for the proposed countywide benefit charter, CORE Yuba Charter, are articulated below.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California education system and that the establishment of charter schools should be encouraged.

Pursuant to Education Code 47605.6(a)(1)(B), this charter has been signed by ten meaningfully interested teachers, which is more than half of the twelve teachers that the Charter School estimates will be employed at the school during its first year of operation, to serve approximately 250 students. Signatures for the petition are found in Appendix P.

Affirmations and Declaration

As the authorized lead petitioner, I, Chris Mahurin, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named CORE Yuba Charter ("CORE" or the "Charter School"), operated by CORE Charter Schools, to be authorized by the Yuba County Board of Education ("YCBOE"), with oversight by the Yuba County Office of Education ("YCOE") (collectively referred to herein as, the "County"), and to be located at one or more sites throughout Yuba County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- CORE Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or the student's parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l)(1)

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall comply with Education Code Section 51744, et seq. related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Chris Mahurin, Superintendent

4/29/26
Date

Justification for Countywide Authorization

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code Section 47605.6(a)(1).

"A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." Education Code Section 47605.6(b).

CORE Yuba Charter is designed to serve a pupil population distributed across multiple school districts within Yuba County whose educational needs cannot be effectively or consistently met by a charter school operating within the boundaries of a single district. The Charter School proposes to operate at one or more sites within the geographic boundaries of Yuba County. CORE Yuba Charter will initially operate within the Marysville Joint Unified School District boundaries, utilizing CORE Charter School's existing facility located at 321 16th Street, Marysville, California, which currently supports CORE's high school instructional program and administrative services. This facility will serve as the initial administrative and instructional support hub for the proposed countywide high school program, supporting student meetings, teacher-led instruction, counseling, instructional resources, technology access, and consistent program delivery for students throughout Yuba County.

CORE Charter School is in the early planning stages of a potential two-story expansion to the existing Marysville facility, subject to all required approvals. If developed, this expansion would increase the Charter School's capacity to support instructional programming and student services; however, operation of CORE Yuba Charter is not dependent upon this expansion.

In addition to the Marysville location, CORE Yuba Charter intends to serve students throughout Yuba County, with particular emphasis on accessibility for students residing in rural and geographically isolated areas. CORE's personalized flex-based instructional model allows students to participate in learning through a combination of home-based instruction, online coursework, community-based learning, and limited on-site attendance, reducing barriers related to distance and transportation.

CORE Yuba Charter's flexible instructional model is also well suited to serve military-connected families, including those affiliated with Beale Air Force Base, who may experience frequent relocations or require individualized educational supports. CORE Charter School intends to explore opportunities to better support these families through facilities or instructional support locations near Beale Air Force Base subject to demonstrated student need.

The Charter School provided notice of its intent to serve students within the Marysville Joint Unified School District, Wheatland School District, and Wheatland Union High School District in accordance with applicable law. Evidence of the notice provided is attached as Appendix Q.

The educational services to be provided by the Charter School will be offered to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates only in one school district in the county. CORE Yuba Charter will draw students with unique educational needs and interests from throughout Yuba County including students seeking flexible scheduling, personalized pacing, continuity of instruction across residential moves, and access

to Career Technical Education and college coursework. Consistency of program quality, instructional expectations, graduation requirements, and student support services across all locations is vital to the success of the academic program.

The Charter School proposes to operate at one or more sites within the geographic boundaries of Yuba County. This includes a primary administrative and instructional site in the Marysville area and additional instructional support locations in distinct regions of Yuba County based on enrollment patterns, community need, and facility availability. These locations may include areas serving central Yuba County, the Wheatland/Beale Air Force Base region, and other rural communities within the County. The Charter School provided notice to all school districts where facilities may be located in accordance with the law. Evidence of the notice provided is attached as Appendix Q. The Charter School provides instructional services that are not generally provided by a county office of education. Furthermore, the educational services to be provided by the charter school include services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

The fundamental characteristics of a countywide benefit charter school include the ability to operate facilities throughout the county where the charter school is authorized and the duty to provide countywide enrollment preference to students residing anywhere within the county. A school district-authorized charter school, by contrast, is generally restricted to operating facilities within that school district's jurisdictional boundaries and must provide enrollment preference to students residing within that district.

The appropriate consideration for countywide authorization is whether a single-school, multiple-location model across district lines is in the interests of students throughout Yuba County, and whether Yuba County students would be served as well if CORE Yuba Charter were required to operate through multiple charters authorized by multiple school districts.

CORE Yuba Charter proposes to operate at multiple sites in distinct areas of Yuba County. Depending on facility acquisition, demonstrated student need, and required approvals, locations may include the Marysville area, including the Charter School's existing administrative and instructional facility; the Wheatland/Beale Air Force Base region; and additional locations in rural and geographically isolated areas of the County to improve access for families.

The instructional services offered by CORE Yuba Charter consist of a unique model not otherwise offered by a county office of education. This model includes a personalized, flexible high school program that blends independent study with in-person, teacher-led instruction and a hybrid schedule of on-site and at-home learning. The program also includes default enrollment in A–G aligned college preparatory coursework, integrated Career Technical Education ("CTE") pathways that may extend beyond traditional pathway completion into advanced capstone and super-capstone experiences, dual enrollment and college partnership opportunities, and community-based, real-world learning experiences that support college and career readiness.

The educational services to be provided by the Charter School will be offered to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates only in one school district in the county. The Charter School will draw students with unique interest in this personalized college and career–focused program from throughout Yuba County including rural communities and military families. Consistency of program quality, instructional expectations, and CTE pathway implementation across multiple locations is vital to the success of the academic program and is best accomplished through a unified countywide governance and operational structure. As explained in further detail below, CORE Yuba Charter will offer educational services to several pupil populations that will benefit from its services and that could

not be served as well by a charter school that operates in only one or even several discrete school districts.

Further countywide justifications

1. Ensuring Countywide Equity and Access

A charter school authorized by a single school district must provide enrollment preference to students residing within that district, while a countywide benefit charter school provides equal access to students throughout the county. Countywide authorization allows CORE Yuba Charter to offer its educational program on equal terms to all students residing in Yuba County, regardless of district of residence, consistent with Education Code section 47605.6(e)(2)(B).

CORE Yuba Charter is designed to serve a diverse cross-section of students across Yuba County, including students who benefit from flexible scheduling, a personalized approach, and nontraditional instructional models. Achievement gaps affecting Hispanic students, English learners, socioeconomically disadvantaged students, and students with disabilities are present throughout the county and are not confined to any single school district. Addressing these needs equitably requires an authorization structure that does not limit access based on district boundaries.

Countywide authorization also enables CORE Yuba Charter to equitably serve students by allowing instructional support locations to be established in areas of the county where student need exists, rather than being limited by the geographic boundaries of a single authorizing school district. Facility opportunities that align with student access, transportation realities, and community partnerships may arise in locations that would otherwise be unavailable or impractical under district-limited authorization.

By operating as a countywide benefit charter, CORE Yuba Charter can utilize facilities strategically to reduce travel barriers, improve access for rural and geographically isolated students, and support specialized programming including Career Technical Education, early college and dual enrollment opportunities, and community-based learning. Countywide authorization is also essential to support the expansion of Career Technical Education programs developed in collaboration with Yuba County Office of Education and other regional partners. CORE Yuba Charter's personalized flex-based instructional model allows students to participate in industry-aligned CTE pathways that benefit from countywide coordination, specialized facilities, and partnerships that extend beyond the boundaries of any single school district.

As an example, CORE Yuba Charter anticipates opportunities to expand its Commercial Drone program and related aviation-focused learning experiences through partnerships connected to Beale Air Force Base, Yuba County Airport, and the broader regional aviation community. These opportunities may include industry guidance, guest instruction, mentorship, and applied learning experiences that support workforce readiness and postsecondary pathways. Access to such programs depends on the ability to locate instructional support and community-based learning opportunities where industry partners and students are located, which cannot be achieved as effectively under authorization limited to a single school district.

Countywide authorization allows CORE Yuba Charter to equitably offer CTE pathways aligned with regional workforce needs while maintaining consistent instructional standards, graduation requirements, and student supports across all participating students under a single charter and authorizing agency.

Again, equity and access to a proven, high-quality educational program are best facilitated by a charter school operating under a countywide benefit petition because all students, regardless of their district of residence, are afforded an equal opportunity for admission and participation. This level of equitable access and facility flexibility cannot be achieved as effectively by a charter school that operates under authorization limited to a single school district.

2. Supporting Families' Mobility Within Yuba County

Family mobility within Yuba County can present significant challenges for high school students, particularly when changes in residence disrupt enrollment, course continuity, graduation planning, and access to educational services. A countywide benefit charter provides a structure that supports students and families who relocate within the county by allowing continuity of enrollment in a single charter school, rather than requiring students to exit one school and enroll in another due solely to district boundary changes.

The need for countywide authorization is further reinforced by regional housing, employment, and transportation patterns affecting families in Yuba County. Yuba and Sutter Counties function as a closely connected region, particularly for working families, with students frequently residing in one county while parents are employed, stationed, or temporarily housed in the other. Rural geography, limited housing availability, and workforce mobility may require families to relocate within the region, including across district or county boundaries. In many cases, these moves do not significantly change a family's daily travel patterns, employment connections, or community ties, but they can disrupt school enrollment and educational continuity.

While CORE Yuba Charter is authorized to operate within Yuba County and does not propose to establish facilities outside the county, the Charter School anticipates that its student population may include families whose circumstances reflect this regional mobility. A countywide authorization structure is essential to support continuity of instruction for students whose residency or family circumstances change within or adjacent to county boundaries thereby ensuring consistent program delivery, graduation planning, and student support services.

These regional dynamics further demonstrate why authorization limited to a single school district would be insufficient to serve the intended pupil population effectively. Countywide authorization provides the structural flexibility necessary to serve Yuba County students whose educational needs are shaped by geographic, economic, and mobility factors that extend beyond individual district boundaries.

If CORE Yuba Charter were required to operate as a series of district-authorized charter schools, its ability to locate instructional support sites and serve families would depend on the objectives, priorities, and authorization decisions of individual school districts. Even where a CORE Yuba Charter-operated program might be available in a particular community, students relocating within the county could be required to disenroll from one charter school and enroll in another, creating unnecessary disruption to their education.

Such transitions involve more than administrative changes. This continuity is especially important at the high school level where graduation requirements, A–G progress, CTE sequencing, and early college coursework depend on consistent advising and accurate transcript monitoring. They often require the transfer and reconciliation of student records, reassessment of academic placement, verification of coursework toward graduation requirements, and coordination of services, including special education and postsecondary planning. For students who have experienced multiple school changes, gaps in cumulative records and course alignment can further delay progress and increase the risk of disengagement.

Authorizing CORE Yuba Charter as a countywide benefit charter supports student stability by allowing students to remain enrolled in the same school as their family circumstances change within Yuba County. Centralized student records, consistent graduation requirements, aligned instructional expectations, and unified oversight ensure that students can transition between instructional support locations, when appropriate, without interruption to their educational program.
This continuity benefits not only students and families, but also the broader county community. Supporting uninterrupted high school education promotes academic persistence, social-emotional stability, and timely graduation which, in turn, supports civic contribution. It also supports workforce mobility by allowing families to relocate for employment opportunities within Yuba County without sacrificing educational continuity for their children.

3. Ability to Quickly Respond to Community Need to Launch Additional Campuses Across Yuba County

Countywide authorization allows CORE Yuba Charter to respond effectively to demonstrated student and community needs by establishing instructional support locations in appropriate areas of Yuba County, subject to County approval and oversight. This flexibility ensures that educational services can be provided in locations that align with student access, transportation realities, and community partnerships, rather than being constrained by district boundaries that may not reflect countywide needs.

As a countywide benefit charter, CORE Yuba Charter can build upon its existing organizational capacity, instructional expertise, and operational infrastructure to responsibly expand services when warranted by student demand. Any additional instructional support locations would be developed in coordination with Yuba County Office of Education and in compliance with all applicable laws, regulations, and charter requirements.

Absent countywide authorization, CORE Yuba Charter would be required to pursue separate district-authorized charters to serve students in different areas of the county. This process would involve significant time, expense, and uncertainty unrelated to educational quality or demonstrated community need. Such fragmentation would delay access to educational services for students and create duplicative administrative structures that divert resources away from direct student support.

Countywide authorization allows CORE Yuba Charter to leverage its existing resources to provide timely, consistent, and accountable educational services to students throughout Yuba County under a single charter and authorizing agency. This structure ensures that growth, when appropriate, occurs in a deliberate and transparent manner that prioritizes student need, maintains program quality, and supports effective County oversight.

4. Efficiencies from Consistent, Centralized Oversight Standards and Processes

Authorizing CORE Yuba Charter as a single countywide benefit charter promotes coherent governance, consistent accountability, and efficient use of public resources. If the high school program were required to operate multiple district-authorized charter schools, each school would be subject to differing local policies, oversight practices, reporting requirements, and renewal cycles. Over time, this structure would fragment program implementation, introduce inconsistency in expectations, and divert resources away from direct student services.

Operating as a single charter school under one authorizing agency allows CORE Yuba Charter to maintain a unified educational program and governance structure, including one budget, one

funding apportionment calculation, one Local Control and Accountability Plan (LCAP), one School Accountability Report Card (SARC), one California School Dashboard report, one student information system, and centralized state reporting through CALPADS and CalSAAS. This structure enhances transparency, strengthens oversight, and ensures fidelity to the approved charter across all instructional locations.

Countywide authorization enables Yuba County Office of Education to provide direct oversight of one charter school rather than multiple districts overseeing multiple related charters. This model supports consistent implementation of policies, financial controls, instructional expectations, and governance practices while minimizing unnecessary administrative duplication. Resources conserved through centralized operations can be reinvested directly into instructional programs, student supports, and academic outcomes.

For the reasons stated above, CORE Yuba Charter has provided reasonable justification for why it could not be established by petition to a single school district pursuant to Education Code section 47605, and why countywide authorization is consistent with sound educational practice.

Introduction

CORE Charter Schools seeks approval to establish **CORE Yuba Charter**, a countywide benefit public charter high school serving grades 9–12. The proposed charter represents a strategic evolution of CORE's long-standing high school program and is designed to meet the educational needs of students across Yuba County through a personalized, flex-based instructional model.

CORE Charter has served students and families for more than two decades and has established a strong track record in personalized learning, individualized instructional planning, and alternative educational approaches that support student success. CORE Yuba Charter builds upon this experience to offer a comprehensive high school program that integrates academic rigor, flexible scheduling, Career Technical Education pathways, and dual enrollment opportunities aligned with college and career readiness.

The educational program proposed under this petition is intentionally designed to serve a pupil population distributed across multiple school districts within Yuba County whose educational needs cannot be effectively or consistently met by a charter school operating within the boundaries of a single district. Yuba County's rural geography, transportation realities, and regional workforce patterns require a countywide authorization structure that supports equitable access, continuity of instruction, and consistent delivery of educational services.

CORE seeks to operate instructional support locations within the geographic boundaries of Yuba County to implement this program. CORE Yuba Charter will initially operate at CORE Charter School's existing location in Marysville, California, which currently supports CORE's high school instructional program and administrative services. In addition, CORE anticipates opportunities to provide instructional or programmatic support near or on Beale Air Force Base in order to better serve military-connected families and support aviation- and technology-related learning experiences aligned with regional workforce needs. More generally, instructional support locations may be established as needed to respond to student location and demonstrated educational need across Yuba County consistent with the educational program described in this charter.

CORE Yuba Charter will operate using a **personalized flex-based instructional model** that allows students to engage in learning through a combination of home-based study, online coursework, community-based learning, and limited on-site instruction. Instructional locations function as support hubs within this model rather than traditional comprehensive high school campuses, enabling the Charter School to reduce access barriers and respond to student needs throughout the county.

Countywide authorization also supports the expansion of industry-aligned Career Technical Education programs developed in collaboration with Yuba County Office of Education and other regional partners. These programs are designed to connect students with regional workforce opportunities and postsecondary pathways through applied learning, mentorship, and community-based experiences that benefit from countywide coordination and partnerships.

CORE Charter brings experienced leadership, established governance, and a strong compliance history to this proposal. CORE Charter is fully accredited by the Western Association of Schools and Colleges (WASC) and has maintained a record of sound fiscal management. CORE Charter Schools leadership team includes experienced educational administrators, credentialed teachers, operations and finance professionals, and an engaged governing board committed to transparency, accountability, and student-centered decision-making.

This petition seeks countywide authorization because such authorization is necessary to deliver the educational services CORE Yuba Charter proposes in a manner that is equitable, coherent, and consistent with sound educational practice. The sections that follow describe the proposed educational program, governance structure, and operational framework in detail and demonstrate how CORE Yuba Charter meets all statutory requirements for approval as a countywide charter.

School Leadership

Utilizing the expertise of our leadership group and the input of our excellent teaching staff, we have laid out our unique educational approach that will be available to students attending CORE.

Leadership in School Organization and Administration

Chris Mahurin, Superintendent for CORE Charter Schools, has worked in public education for over twenty years as a group home tutor, classroom teacher, alternative program developer, personalized learning teacher, and school administrator, and has served in leadership roles at CORE for almost two decades. He graduated with Highest Honors from the University of California, Santa Barbara with a double major in Philosophy and Religious Studies, holds a California Single Subject Teaching Credential in Social Science and a Full Administrative Services Credential, and provides leadership across instructional design, governance, facilities planning, compliance, and community partnerships. Chris has led the development of multiple Career Technical Education pathways, expanded dual enrollment opportunities, strengthened intervention and special education services, and guided the planning and development of CORE's current campus at Ellis Lake, which was intentionally designed to support CORE's personalized learning model. He was also the lead founder of AeroSTEM Academy, now authorized by the Sutter County Office of Education, and a founding board member of the Northern California Aerospace Initiative

Melissa Rongley, School Director at CORE Charter School, brings over three years of leadership experience in this role and nearly three decades of involvement with the CORE community. Her journey with the school began 25 years ago as a homeschooling parent, followed by many years as a Personalized Learning Teacher and Lead Teacher. This unique path gives her a deep understanding of the school's mission, families, and instructional model. Melissa holds a Bachelor of Arts in Elementary Education and two Master's degrees: one in Curriculum and Instruction in Mathematics and another in Educational Administration. She also maintains both a Multiple Subject Teaching Credential and an Administrative Services Credential, reflecting a strong foundation in classroom instruction paired with comprehensive leadership training. Throughout her career at CORE Charter School, Melissa has supported a wide range of programs and initiatives, including student study team collaboration, targeted academic support initiatives, teacher mentorship, committee leadership, and resource center oversight. As School Director, she is committed to fostering a collaborative school culture, supporting innovative and personalized learning practices, and ensuring every student has access to meaningful, high-quality educational opportunities.

Angela Choate, Director of Operations for CORE Charter School, has spent 30 years working in education, including 26 years with CORE Charter since its early beginnings. Over the years, she has worn many hats, developing a deep understanding of both the operational and family-facing sides of charter education. In addition to her professional roles, she has seen the impact of personalized learning firsthand as a homeschooling parent within the charter school model, giving her a unique perspective on the power of parent choice. In her current role, Angela oversees classified staff and daily operations, manages school and state information systems, and supports the implementation of state-required policies and programs. Her passion for parent choice and personalized learning has led her to help launch innovative educational programs such as AeroSTEM Academy. She has also contributed to the broader education community through her writing, including *"Personalized Learning: An Alternative Educational Option,"* published by the American Society for Deaf Children (ASDC) in *The Endeavor*, and serves as a council board member for the APLUS+ Association.

Kimberely Benton-Wolfgram, Special Education Director for CORE Charter School, joined CORE Charter School in 2023, as a strong advocate for school choice, believing families deserve options that best meet their children's unique needs and goals. She comes with a background in educating students with extensive support needs and ensuring they receive high-quality, individualized services that honor their strengths and potential. Her work centers on building systems that provide meaningful access to learning, independence, and life skills for every student. Through collaborative leadership, she partners with educators, families, and community agencies to design inclusive and responsive programs. She prioritizes evidence-based practices and thoughtful use of resources to improve outcomes for students with complex needs. Her vision emphasizes belonging, high expectations, and dignity for all learners. She is committed to creating educational environments where every student is supported, included, and positioned for long-term success.

Leadership in Finance, Facilities, and Business Operations

Pang Vue, Business Director for CORE Charter School, has been a member of the leadership team since August 2020. She provides the link between the day-to-day business operations and the budget planning with the financial oversight at the county level. Ms. Vue has been involved in office management for 10 years. She is responsible for all purchasing duties, bookkeeping, record keeping, management of student budgets, and accounts payable through the county software system.

Brenda Ramirez, Business Director for CORE Charter School, joined CORE Charter in 2026. She oversees financial management, including budgeting, forecasting, and expense tracking, while ensuring smooth daily operations across facilities, vendors, and contracts. She ensures compliance with legal and regulatory requirements, supports governance processes, and oversees human resources functions such as hiring, payroll, and staff-related matters. With six years of experience at a county office of education and certification as a Chief Business Official, she also aligns financial and operational planning with long-term goals and provides data insights to guide leadership decisions.

Leadership in Governance: CORE Charter Schools Board of Directors

Heidi Lecair, Board President
Mrs. Lecair is a homeschool graduate homeschooling her two children through CORE Charter School since 2015. She appreciates CORE's educational model that surrounds both students and parents with the resources and support necessary to thrive in both academics and personal interests. She believes that CORE's personalized approach to schooling encourages the wonderful uniqueness of each child and creates well-rounded individuals with the potential to both succeed and serve the communities they live in for years to come. She feels honored to serve as a parent member on the Charter School board and is eager to support the students, parents, and faculty of CORE.

Tim Styczynski, Board Secretary and Treasurer
Secretary, Treasurer, Tim Styczynski is a local small business owner who has over 27 years of experience working in emergency services. He has hired many students who have attended CORE and has first-hand knowledge of the quality of students the schools produce. In fact, two of his own children attended CORE schools. He believes that CORE provides a personal learning experience for its students which helps them become better prepared to enter the workforce as accomplished adults.

Alberto Rolon, Board Member
Alberto Rolon has decades of experience in the Air Force as well as the automotive sales industry. He also has a daughter who graduated from CORE in 2013. Mr. Rolon has served as both a teacher and administrator at the high school level, focusing on student growth and character development. He has experience with at-promise students and kids with behavioral challenges. He is motivated by a desire to help CORE students graduate college-ready and prepared to become productive members of the community.

Dave Heslop, Board Member
Mr. Heslop is a retired officer in the Air Force who began working in higher education administration with Embry-Riddle Aeronautical University. He also had several years of experience as a coordinator of fiscal services with the Yuba County Office of Education and in construction management.

Jay Ansley, Board Member
Mr. Ansley brings a background in government contracts and construction, with experience in organization, compliance, communication, and collaborative problem-solving. As the parent of two CORE students, he has seen firsthand how the personalized learning model supports academic growth and individual development. He values transparency and thoughtful decision-making in board service and is committed to supporting student success, strong governance, and strategic planning that aligns with CORE's mission and the needs of the community. Jay Ansley is honored to serve and contribute to the continued strength and success of CORE Charter School.

ELEMENT 1
EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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. Education Code Section 47605.6(b)(5)(A)(i).

Governing Law: The annual goals for the charter school 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 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 47605.6(b)(5)(A)(ii).

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools.
Education Code Section 47605.6(b)(5)(A)(iii).

Governing Law: If the proposed charter will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.
Education Code Section 47605.6(b)(5)(A)(iv).

CORE Yuba Charter will offer a comprehensive, high school–only educational program serving approximately 250-300 students in grades 9–12 through a personalized independent study program, flexibly implemented to meet individual student needs. The program is designed to meet the academic, developmental, and postsecondary needs of students across Yuba County whose learning styles, geographic distribution, and life circumstances are not well served by traditional comprehensive high school models.

Projected Enrollment

Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
	250	275	300	325	350

The educational program will integrate rigorous, Common Core State Standards ("CCSS"), Next Generation Science Standards, History-Social Science Framework, English Language Development Standards ("ELD") and remaining State Content Standards (collectively, "State Standards") -aligned instruction with individualized pacing, flexible learning environments, and strong student–teacher relationships. CORE Yuba Charter will emphasize student agency, academic accountability, and meaningful pathways to graduation, college, and careers. Instruction will be delivered through a combination of home-based learning, instructional support,

community-based learning, online coursework, and optional in-person instructional supports, coordinated and monitored by credentialed educators.

CORE Yuba Charter's educational design will reflect CORE Charter School's long-standing experience developing and operating personalized, independent study–based high school programs that serve students across large, rural geographic areas.

CORE Yuba Charter operates as a single nonclassroom-based charter school offering instruction through an independent study model pursuant to Education Code sections 47612.5 and 51747.5. The educational program is delivered through two instructional pathways: Home-Based Independent Study and Hybrid Independent Study. Both pathways are grounded in individualized learning plans, supervised by credentialed teachers, and aligned to state academic standards. The Homestudy Independent Study pathway primarily supports students whose learning occurs off campus under parent or guardian supervision, while the Hybrid Independent Study pathway provides optional access to on-site instructional supports, such as small group classes, labs, tutoring, Career Technical Education offerings, and other enrichment opportunities. Participation in on-site instruction is not required for enrollment or continued participation in either pathway. Both pathways operate within the nonclassroom-based independent study framework, and no classroom-based instructional program is offered.

Within either pathway, students may participate in a flexible combination of learning experiences, which can include home-based study, online coursework, resource center tutoring or small-group instruction, community-based learning, and dual enrollment at local colleges, consistent with each student's individualized learning plan.

What It Means to be an "Educated Person" in the 21st Century

CORE believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has mastered the State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The student also has a thorough understanding of our national heritage. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of this Charter School to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

CORE seeks to develop in each student the following academic and personal skills: curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and resource centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

As a byproduct of developing these academic and personal skills, CORE believes that these skills develop the following personal habits and attitudes: accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; concentration and

perseverance; self-motivation and competence; managing time in a responsible manner; seeking a fair share of workload; working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

Mission and Vision

Mission

The mission of CORE Yuba Charter is to provide students throughout Yuba County with a personalized, flexible, and student-centered public high school program that prepares them for college, career, and life. Through a nonclassroom-based independent study model supported by credentialed teachers, individualized learning plans, meaningful in-person opportunities, high school counseling, Career Technical Education pathways, A–G aligned coursework, dual enrollment, and targeted student supports, CORE Yuba Charter empowers students to take ownership of their learning and pursue pathways aligned with their strengths, interests, and postsecondary goals.

CORE Yuba Charter is especially committed to expanding access for students and families in rural, geographically isolated, and underserved areas of Yuba County, where distance, transportation, program availability, or individual student needs may limit access to traditional comprehensive high school programs. While CORE Yuba Charter may serve eligible students residing in contiguous counties as permitted by law, its central purpose as a countywide benefit charter is to serve Yuba County students through an equitable and coherent countywide educational program.

Vision

CORE Yuba Charter envisions a high school experience in which Yuba County students are known, supported, challenged, and prepared to thrive beyond graduation. The Charter School seeks to create a safe, positive, and flexible learning community where students develop academic competence, independence, leadership, resilience, and a sense of purpose.

CORE Yuba Charter aims to graduate students who are self-motivated, competent, and lifelong learners prepared for postsecondary education, career pathways, civic participation, and meaningful contribution to their communities.

Community Engagement in Mission and Vision Development

The mission and vision of CORE Yuba Charter reflect the established educational philosophy of CORE Charter Schools and the countywide benefit program described in this charter. As the school community is established, CORE Yuba Charter will engage students, families, staff, and community stakeholders in a collaborative process to review and refine the school's mission and vision language. Any refinements will remain aligned with the educational program, target student population, and countywide purpose described in this charter.

Educational Philosophy

CORE Yuba Charter will be guided by the belief that learning best occurs and is most effective when students are active participants in their education and when instruction is responsive to individual strengths, interests, and needs. The Charter School will be committed to developing students who are self-directed, academically competent, and prepared for lifelong learning.

The educational philosophy will emphasize:

- progression towards mastery of State Standards
- development of critical thinking, communication, and problem-solving skills
- a Growth Mindset, resilience, and perseverance
- character development, responsibility, and ethical decision-making
- student ownership of learning, increasing independence, and leadership development
- collaboration among students, families, educators, and community partners
- preparation for college, career, and other postsecondary pathways

Learning environments will be designed to balance independence with structured support, maintaining high expectations while allowing flexibility in how and where learning occurs.

Personalized Flex-based Model

CORE Yuba Charter's educational program will be grounded in a personalized learning framework with independent study as a core instructional component. Instruction will be overseen by credentialed teachers and will be guided by individualized learning plans aligned with State Standards, graduation requirements, and postsecondary goals.

Students will engage in learning across multiple environments rather than a single traditional classroom. Learning may occur through home-based instruction, instructional support locations, community-based settings, and online or distance learning platforms. Student progress will be monitored on an ongoing basis through regular teacher interaction, assessment of student work, and review of individualized learning plans to ensure academic accountability and continuous growth.

This model will support flexibility, continuity of instruction, and equitable access while maintaining consistent academic expectations and oversight.

Multiple Program Pathways

CORE Yuba Charter will offer two academic programs designed to meet the diverse needs of high school students while maintaining a consistent foundation in personalized learning and independent study. Both programs will allow students to personalize their educational experience and may be adjusted over time as student needs and circumstances change. Both programs will operate within a single charter high school and are designed to provide flexibility without creating separate schools or academic tracks.

Home Study Program

The Home Study Program will be designed for students who prefer a more traditional independent study experience with maximum flexibility. Students in this program will complete the majority of their coursework independently at home, supported and monitored by a credentialed teacher.

Key features of the Home Study Program will include:

- predominantly home-based instruction aligned with state standards
- regular meetings with a credentialed teacher to review progress and completed work
- choice of curriculum, including paper-based and online coursework
- optional participation in limited teacher-guided classes or instructional support activities
- access to dual enrollment opportunities with colleges or universities, as appropriate

The Home Study Program will be well suited for students who require flexible scheduling, individualized pacing, or learning environments outside of a traditional classroom setting.

Hybrid Program

The Hybrid Program will combine independent study with regularly scheduled in-person instruction at CORE instructional support locations. This program will provide increased structure and face-to-face learning opportunities while preserving the flexibility of personalized learning.

Key features of the Hybrid Program will include:

- enrollment in multiple teacher-led classes offered at CORE instructional support locations
- a schedule similar to a college model, with students attending in-person classes on select days and completing independent coursework on other days
- participation in advisory or homeroom-style academic support
- continued use of independent study for some coursework
- access to Career Technical Education courses, enrichment activities, and dual enrollment opportunities

In addition to scheduled classes, the Hybrid Program will intentionally create structured opportunities for students to develop ownership of their learning and increasing independence. CORE Yuba Charter will provide space and supervision for students to work independently in a study lounge or learning commons, collaborate with peers on group work, and access teachers and instructors during designated office hours. The Hybrid Program will include a homeroom or advisory structure that supports students in setting learning goals, monitoring academic progress, developing effective study habits, and learning to proactively seek academic and social-emotional support. This structure is designed to build student leadership, self-advocacy, and accountability while maintaining the flexibility of the personalized learning model.

The Hybrid Program will be designed for students who benefit from a combination of direct instruction, peer interaction, and flexible independent learning.

Instructional Flexibility Across Programs

Across both academic programs, CORE Yuba Charter will intentionally avoid instructional structures that require mandatory daily seat time, full-time classroom attendance, or uniform schedules. Students may engage in learning through a variety of instructional methods, including teacher-guided classes, independent study, online learning platforms, college coursework, Career Technical Education pathways, and community-based learning experiences.

Across both programs, CORE Yuba Charter will emphasize increasing student responsibility over time, including goal setting, progress monitoring, and self-advocacy, supported through individualized academic planning and access to credentialed staff.

Students may transition between programs as their academic needs, learning preferences, or personal circumstances change, through individualized academic planning and subject to program capacity.

High School Program Design

CORE Yuba Charter will serve students in grades 9–12 and will offer a comprehensive, WASC-aligned high school program. Coursework will be aligned with University of California and California State University “a–g” requirements, and graduation planning will be individualized for each student.

Upon enrollment, students will meet with a Personalized Learning Teacher and school counselor to develop a comprehensive, individualized high school graduation plan. This plan will account for prior coursework, graduation requirements, college and career goals, and individualized pacing needs. Plans will be reviewed and updated regularly to ensure progress and alignment with student goals.

CORE Yuba Charter will offer early college opportunities in collaboration with regional postsecondary partners, including Yuba College, to enable eligible students to earn college units while completing high school. The Early College Pathway will provide participating students with access to transferable UC and CSU college units and support and resources intended to ease the transition to college and reduce the time and cost of a postsecondary education. Core Yuba High School will communicate early college options through the Personalized Learning Teacher (PLT) and high school counseling services and will support students in aligning college coursework with their individualized graduation plan and postsecondary goals.

Official transcripts will be maintained centrally and will be provided upon request to other schools or institutions.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with AB 2927 to require a one-semester course in personal finance by the 2027-28 school year and completed as a graduation requirement commencing with students graduating in the 2030-31 school year.

Role of the Personalized Learning Teacher

Each student at CORE Yuba Charter will be assigned a credentialed Personalized Learning Teacher who will serve as the primary instructional guide and academic monitor. The PLT will be responsible for developing and overseeing the student’s individualized learning plan, coordinating curriculum and assessments, monitoring academic progress, and ensuring compliance with independent study requirements, where applicable.

PLTs will also support students in postsecondary planning, including college readiness, career exploration, and transition planning. Regular communication between the PLT, student, and family will be a central component of the instructional model.

Career Technical Education Integration

Career Technical Education will be an integral component of CORE Yuba Charter’s educational program and will be embedded within the personalized, flex-based instructional model rather than offered as a standalone academy. CTE pathways will be aligned with California Career Technical Education Model Curriculum Standards and will integrate academic instruction, technical skill development, and real-world application.

CORE Yuba Charter will offer a range of CTE pathways that reflect regional workforce needs, student interest, and available instructional expertise. Pathways may include, but are not limited to, Agriculture and Natural Resources, Health Science and Medical Technology, Transportation and Aviation, Information and Communication Technologies, Arts, Media, and Design, Education and Child Development, and Business and Entrepreneurship. Many CTE courses will also meet University of California and California State University "a–g" requirements, where applicable.

Representative CTE pathway offerings may include multi-year sequences such as Agriscience, Plant and Soil Science, Forestry and Natural Resources, Biotechnology, Child Development and Education, Commercial Drone Applications, Computer Science, Digital Photography, Dramatic Arts, Fashion Design and Merchandising, Videography, Entrepreneurship, and Airplane Build and Aviation-related programs. Certain pathways may include opportunities for industry certifications, internships, job shadowing, or work-based learning experiences aligned with postsecondary and career goals.

CTE instruction will be delivered through a variety of instructional formats consistent with CORE Yuba Charter's personalized learning model, including teacher-led classes, independent study, hybrid instruction, community-based learning, and partnerships with external providers. CORE Yuba Charter will collaborate, as appropriate, with regional partners such as the Yuba County Office of Education to expand access to specialized facilities, instructors, and industry-aligned coursework beyond what could be offered by a single school or district alone.

Students may integrate CTE coursework with A–G academic requirements, independent study, early college coursework, and community-based learning as part of an individualized graduation plan. Personalized Learning Teachers and counselors will support students in selecting and sequencing CTE pathways that align with graduation requirements, college admission goals, industry certification opportunities, and postsecondary career aspirations.

Communication Regarding Course Transferability and College Eligibility

CORE Yuba Charter will provide clear and ongoing communication to students and parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance eligibility requirements. Information will be shared through:

- Personalized Learning Teachers during enrollment and planning meetings
- High School Counselor
- CORE's website and official communications

Courses approved by the University of California and California State University systems will be identified in the High School Catalog and will be verified through the UC Doorways website. Families will receive guidance on how coursework aligns with graduation requirements, college admission standards, and postsecondary options. Through meetings with the high school counselor, students will also receive information on how to complete and submit a Free Application for Federal Student Aid or California Dream Act Application prior to their 12th grade year.

Student Support, Engagement, and Enrichment

CORE Yuba Charter will provide academic intervention, counseling support, and special education services tailored to individual student needs. These supports will be coordinated by credentialed staff and will be aligned with each student's individualized learning plan to ensure continuity of instruction and accountability.

The program will also offer opportunities for student engagement through leadership activities, community service, field studies, and enrichment experiences designed to support social-emotional development and peer connection within the personalized learning environment.

Students to be Served

CORE Yuba Charter will be available to students in grades 9–12 who reside in Yuba County. The Charter School is designed to serve students residing throughout Yuba County, including those in rural, geographically isolated, and underserved areas where access to traditional high school programs may be limited by distance, transportation, or program availability. The Charter School also serves students whose families experience mobility within Yuba County, including military-connected families associated with Beale Air Force Base, by providing continuity of enrollment and instructional programming across geographic locations.

In accordance with Education Code section 51747.3 and other applicable law, the Charter School may also serve eligible students residing in adjacent counties, including Sutter, Placer, Nevada, Butte, Plumas, and Sierra counties. CORE Yuba Charter will offer students and families a public school alternative to traditional comprehensive high schools.

CORE Yuba Charter will be a public school and will not charge tuition or fees. The Charter School will establish systems and supports to ensure that enrolled students and families are able to fully participate in and access the educational program, curriculum, and services offered.

CORE Yuba Charter is designed to serve students and families who seek a State Standards–aligned educational program delivered through a personalized, flex-based instructional model, with independent study as a core method of instruction. The program will support a wide range of learners, including, but not limited to, the following student groups:

1. **Students who have not thrived in traditional classroom settings** and are seeking a more personalized, flexible approach, with appropriate readiness and support to succeed in a more independent learning model.
2. **Students across the full range of academic abilities**, including students receiving special education services, students pursuing college-preparatory pathways, and students who benefit from accelerated or enriched learning opportunities.
3. **Students seeking to integrate Career Technical Education with core academic coursework**, including students pursuing industry-aligned pathways, early college opportunities, or applied, hands-on learning experiences.
4. **Students from home-schooling backgrounds** who desire the structure, accountability, and instructional support of a California public school while maintaining flexibility and individualized pacing.
5. **Students residing in rural or geographically isolated areas of Yuba County** who require flexible instructional options and reduced dependence on daily travel to access a comprehensive high school program.

These student populations are distributed across multiple school districts within Yuba County and require a program that provides consistent access, continuity of instruction, and flexibility across geographic boundaries, which cannot be achieved as effectively through a single district-based charter.

CORE Yuba Charter will emphasize student choice, ownership of learning, and individualized planning, allowing students to pursue academic, career, and postsecondary goals through pathways that align with their strengths, interests, and circumstances.

Curriculum and Instructional Design

CORE Yuba Charter's curriculum and instructional design will be aligned with State Standards and will support student progression toward graduation, college readiness, and career preparation through a personalized, flex-based instructional model grounded in independent study.

Instruction will be delivered through a variety of instructional modalities designed to meet individual student needs and learning preferences. These modalities may include, but are not limited to:

- State Standards–aligned independent study coursework facilitated and monitored by credentialed teachers
- Teacher-guided classes, labs, workshops, and instructional support offered through CORE instructional support locations
- Career Technical Education coursework and applied learning experiences
- Early college and concurrent enrollment coursework with postsecondary partners
- Online and distance learning platforms
- Community-based learning, enrichment activities, and work-based learning experiences

Curriculum will be selected to ensure alignment with State Standards, graduation requirements, and postsecondary expectations. CORE Yuba Charter will maintain curriculum catalogs that offer multiple options within core subject areas, allowing instructional teams to select materials that best support individual student learning styles, academic goals, and pacing needs.

Credentialed teachers will play a central role in curriculum selection, instructional planning, and ongoing monitoring of student progress. CORE Yuba will maintain a teacher-to-student ratio not to exceed 25:1. Each student's instructional program will be guided by an individualized learning plan developed in collaboration with the student, family, and Personalized Learning Teacher. Curriculum choices may be adjusted over time based on assessment data, student progress, and evolving academic or postsecondary goals.

Instructional design will emphasize meaningful connections between academic content and real-world application. Students will be encouraged to apply learning through projects, interdisciplinary coursework, community engagement, CTE pathways, early college coursework, and other experiential learning opportunities that align with their interests and future plans.

Technology will be utilized as a tool to support instruction, organization, communication, assessment, and access to learning resources. CORE Yuba Charter will ensure that student and staff technology resources are aligned to the Charter School's personalized, flex-based independent study model and are sufficient to support individualized learning plans, digital curriculum, online coursework, progress monitoring, hybrid instruction, and student support services. Technology resources may include student and staff devices, online curriculum platforms, learning management systems, communication tools, student information systems, and assessment platforms. CORE Yuba Charter will also ensure that technology resources and systems are sufficient to administer required state assessments, including CAASPP and ELPAC, as applicable, and to support test security, student access, accessibility tools, accommodations, and applicable technical requirements.

Administrators will oversee curriculum and instructional quality to ensure alignment with the Charter School's educational philosophy, compliance with applicable laws and regulations, and continuous improvement of instructional practices. This oversight will support a healthy instructional culture, collaboration among staff, and fidelity to the Charter School's vision of personalized learning.

Each student participating in independent study will have a Written Agreement executed in accordance with applicable law prior to the commencement of independent study. The Written Agreement will be signed by the student, the student's parent or guardian, the certificated employee designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education program of the student if applicable. The Written Agreement will include all elements required by law and by the Charter School's Board-adopted Independent Study Policy, including the maximum length of time between the assignment and completion of assigned work, the standards for satisfactory educational progress, and the number of missed assignments or other criteria that will trigger an evaluation regarding continued participation in independent study. The Written Agreement will be completed prior to the commencement of the student's educational program and will become part of the student's educational record, to be maintained in accordance with applicable law and student records requirements. Additional operational details regarding the Charter School's independent study program are set forth in the Independent Study Policy attached to this petition as Appendix D.

Instructional Planning and Student Support

CORE Yuba Charter will implement its educational program through a structured yet flexible instructional planning process designed to support student success within a personalized, flex-based independent study model. The instructional program will emphasize clarity of expectations, individualized planning, ongoing progress monitoring, and timely academic support.

Enrollment and Initial Planning

Prospective students and families will participate in an orientation process designed to provide a clear understanding of CORE Yuba Charter's educational model, program options, expectations for student engagement, and the roles of students, families, and staff. Families interested in enrollment will be provided access to relevant handbooks, program descriptions, and enrollment materials.

Upon enrollment, each student will be assigned a Personalized Learning Teacher. The PLT, in collaboration with the student and family, will develop an individualized learning plan that aligns with State Standards, graduation requirements, and the student's academic, career, and postsecondary goals. This planning process will consider prior coursework, assessment information, learning preferences, and readiness for independent study.

Ongoing Instructional Support and Monitoring

Instructional planning will be ongoing and adaptive. Students, families, and PLTs will meet regularly to review progress, adjust learning plans, and set short- and long-term academic goals. These meetings will support student accountability, reflection on learning, and development of effective study habits.

Student progress will be monitored through a combination of work samples, assessments, teacher observation, and ongoing communication. Assessment data will be used to inform instructional adjustments, pacing, enrichment opportunities, or additional support as needed.

Support Structures and Intervention

CORE Yuba Charter will provide a range of academic supports designed to respond to individual student needs. These supports may include targeted instruction, tutoring, modified pacing, additional teacher check-ins, or adjustments to instructional delivery. Intervention will focus on supporting student growth, re-engagement, and successful completion of coursework rather than punitive measures.

For students enrolled in the Hybrid Program, CORE Yuba Charter will offer access to on-site instructional support, including teacher office hours, collaborative work opportunities, and advisory or homeroom structures that reinforce goal setting, progress monitoring, and self-advocacy.

Family Partnership and Student Responsibility

CORE Yuba Charter will value family partnership as an important component of student success, particularly within the Home Study Program. Families will receive guidance and support from credentialed staff regarding instructional expectations, curriculum use, and strategies to support student learning at home.

At the high school level, the instructional program will intentionally emphasize increasing student independence and responsibility over time. Students will be supported in learning how to manage their schedules, set academic goals, monitor progress, communicate with instructors, and seek support when needed. These skills are essential to success in independent study, postsecondary education, and the workplace.

Continuous Oversight and Improvement

School administrators will oversee instructional planning and student support practices to ensure consistency, equity, and alignment with the Charter School's educational philosophy. This oversight will include monitoring instructional effectiveness, supporting professional collaboration, and ensuring that students across both academic programs receive appropriate access to instruction and support.

Charter School Goals and Actions to Achieve the State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a description of CORE's annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Attendance Accounting

CORE Yuba Charter will provide, at a minimum, the number of instructional minutes required by law pursuant to Education Code section 47612.5 and applicable Independent Study statutes and regulations. Consistent with its personalized, flex-based instructional model, there will not be a traditional or "typical" school day. Each student's instructional program will be guided by an individualized learning plan developed by the student, family, and credentialed teacher.

CORE Yuba Charter will align its attendance accounting systems, certificated staffing levels, and recordkeeping procedures with the Charter School's projected enrollment set forth in Element 1.

The Charter School projects enrollment of 250 students in 2027–28, 275 students in 2028–29, 300 students in 2029–30, 325 students in 2030–31, and 350 students in 2031–32. As enrollment grows, CORE Yuba Charter will maintain procedures necessary to support accurate attendance reporting, auditable records, and compliance with applicable independent study and nonclassroom-based charter school requirements.

Attendance for apportionment purposes will be determined in accordance with state law governing independent study and nonclassroom-based charter schools.

The public school guidelines for independent study will be evident in the annual audit per Education Code Section 47612.5(b). The Charter School will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(d).

Attendance Accounting Procedures

CORE Yuba Charter will utilize attendance accounting methods permitted under California law for independent study programs including contemporaneous records and time value determinations, as appropriate.

1. CORE Yuba Charter, as a nonclassroom-based charter school for funding and compliance purposes, will maintain attendance records using contemporaneous documentation and teacher-determined time value processes, consistent with applicable law and guidance.
2. Pursuant to Education Code section 51747.5, independent study will be coordinated, evaluated, and under the general supervision of a credentialed teacher. Apportionment credit will be claimed only to the extent of the daily engagement and time value of student work products, as personally determined by the supervising certificated teacher.
3. Attendance records will be clearly auditable and supported by required documentation maintained in each student's instructional record.

Contemporaneous Records

For purposes of attendance accounting, contemporaneous records will document student engagement in educational activities on each school day during the attendance period.

1. Contemporaneous records will consist of daily documentation verifying that the student participated in an educational activity aligned with the student's individualized learning plan.
2. It will not be required to document the specific time of day work was completed or the precise amount of time spent on a given day, provided that assigned work is completed and evaluated by the due date.
3. Full apportionment will be based on a fiscal year consisting of at least 175 school days, and will be proportionally reduced for fewer days of instruction, as required by law.
4. Daily attendance documentation will be reviewed and verified by the student's credentialed teacher.
5. Work samples collected during an attendance period will include dates corresponding to that period.
6. Learning records, work samples, teacher evaluations, learning logs, and attendance documentation will be maintained as required to support attendance claims.

Time Value Determination

Time value attendance accounting will be determined by the student's assigned credentialed teacher. Time value will reflect the teacher's professional judgment regarding the student's academic progress during the attendance period.

This determination will be based on evaluation of completed student work, demonstrated progress toward learning objectives, and alignment with the student's individualized learning plan. Attendance will be reported based on the teacher's assessment of student progress rather than seat time or hours logged.

Calendar Flexibility

CORE Yuba Charter reserves the right to refine and adjust its instructional calendar, as permitted by law, in order to meet programmatic needs, respond to student learning patterns, and ensure compliance with statutory instructional requirements.

Ongoing Professional Development Program

CORE Yuba Charter will implement an ongoing professional development program designed to support high-quality instruction, compliance with independent study requirements, and continuous improvement aligned with the Charter School's personalized, flex-based educational model.

Teachers at CORE Yuba Charter will serve as instructional facilitators, academic coaches, and continual learners. Professional development will emphasize effective independent study practices, personalized learning strategies, student engagement, progress monitoring, and preparation of students for college, career, and postsecondary success.

Formal training will begin at the time of hire. New teachers will receive targeted professional development in CORE's instructional model, independent study compliance, curriculum systems, assessment practices, and student support structures. All staff will participate in annual professional development activities prior to the start of each school year, including training related to curriculum alignment, instructional technology, student safety, and updates to educational programs and legal requirements.

Ongoing professional development throughout the year will include opportunities for collaboration, instructional refinement, and data-informed decision-making. Training topics may include, but are not limited to:

- personalized and flex-based instructional strategies
- effective use of curriculum and instructional technologies
- student goal setting, progress monitoring, and Growth Mindset practices
- instructional strategies to support diverse learners
- integration of Career Technical Education pathways and early college coursework
- college and career readiness advising and postsecondary planning

CORE Yuba Charter will participate, as available and appropriate, in countywide and regional professional learning opportunities. Yuba County Office of Education regularly makes collaboration and training opportunities available to schools and educators in the county, and CORE Yuba Charter staff may participate in relevant workshops, trainings, and professional learning communities. Staff may also participate in professional development offered through organizations such as APLUS+ and the Charter Schools Development Center (CSDC), as well as other associations aligned with personalized learning, independent study, CTE, and charter school best practices.

Teachers and staff will be encouraged to establish individual professional growth goals annually. As resources allow, the Charter School will support participation in workshops, conferences, and trainings that align with instructional responsibilities, program development, and student needs.

This professional development approach reflects CORE Yuba Charter's belief that effective learning environments are strengthened when educators model continuous learning, collaboration, innovation, and a Growth Mindset. By investing in staff development, the Charter School will ensure instructional quality, program fidelity, and continuous improvement in service of student success.

Plan for Students Who Are Academically Low Achieving

CORE Yuba Charter's personalized, flex-based educational model will provide a structured framework for identifying and supporting students who require additional academic assistance. Because individualized learning plans will be developed from the time of enrollment for all students, students who demonstrate a need for additional academic support will be identified early and supported through targeted, student-centered interventions.

Academic support will focus on helping students build the skills, habits, and confidence necessary to succeed within a personalized, independent study–based high school program. Supports will be designed to promote student engagement, persistence, and progress toward graduation while maintaining high expectations, fostering a Growth Mindset, and building increasing student independence.

Students who may benefit from additional academic support will be identified through a variety of measures which may include review of prior coursework, assessment data, work samples, teacher observation, and input from students and families. Identification will not rely on a single measure and will occur on an ongoing basis, recognizing that student needs may change over time.

When a need for additional support is identified, the Personalized Learning Teacher ("PLT"), in collaboration with the student and family, will adjust the student's individualized learning plan to incorporate appropriate interventions. These supports may include, but are not limited to: targeted instruction or tutoring in identified academic areas; additional teacher check-ins or progress monitoring; modified pacing or instructional strategies; curriculum adjustments or supplemental materials; access to teacher-guided classes, workshops, or instructional support activities; use of online tools or skill-building resources; and development of short-term academic goals and success strategies.

If a student's academic needs are not adequately addressed through individualized supports, the Charter School may convene a Student Success Team ("SST") to review the student's strengths, areas of need, and prior interventions, and to recommend additional strategies or supports. When appropriate and in accordance with applicable law, the SST process may lead to a referral for further evaluation to determine eligibility for additional services, including Section 504 accommodations or special education assessment. Parents or guardians may request an evaluation at any time consistent with legal requirements.

CORE Yuba Charter anticipates participating in Title I programs as a schoolwide program, subject to eligibility and funding availability. Title I resources, when available, will be used to support students who require additional academic assistance through supplemental instructional strategies and services aligned with the Charter School's educational program. The Charter School's Title I plan will be incorporated into the Local Control and Accountability Plan and will align with schoolwide goals for improving student achievement and closing opportunity gaps.

Student progress will be monitored regularly by credentialed staff, and interventions will be adjusted based on evidence of student growth. CORE Yuba Charter will emphasize collaboration among students, families, and educators to ensure that academic supports are timely, appropriate, and effective.

Plan for Students Who Are Academically High Achieving

CORE Yuba Charter's personalized, flex-based educational model will be well suited to support students who demonstrate high academic achievement, strong motivation, and readiness for advanced learning opportunities. All students at CORE Yuba Charter will be enrolled in coursework aligned with University of California and California State University "a–g" requirements as the default pathway, with individualized planning to support acceleration, enrichment, and postsecondary readiness.

Academically high-achieving students will be encouraged to take increased ownership of their learning by pursuing advanced coursework, engaging in extended projects, and participating in learning experiences that go beyond minimum graduation requirements. In collaboration with the student, family, and Personalized Learning Teacher, individualized learning plans will be designed to provide appropriate challenge, depth, and rigor while maintaining alignment with a–g requirements and postsecondary goals.

Opportunities for academically high-achieving students may include, but are not limited to:

- accelerated pacing or advanced coursework within a–g aligned subject areas
- participation in early college pathways and concurrent or dual enrollment in community college or university coursework
- advanced project-based learning, research, or interdisciplinary studies
- leadership opportunities, internships, and community-based learning experiences
- participation in Career Technical Education pathways that extend beyond pathway completion

Career Technical Education pathways at CORE Yuba Charter will be integrated into the high school program and aligned with academic coursework. Students who complete a CTE pathway may have opportunities to continue into advanced, upper-level coursework in Years 3 and 4 of the pathway. These advanced experiences may include capstone and extended "supercapstone" projects that emphasize real-world application, industry-aligned problem solving, collaboration with community or industry partners, and demonstration of advanced technical and professional skills.

Students pursuing a–g coursework through independent or home-based study will work under the guidance of a credentialed teacher holding the appropriate subject-matter authorization to ensure instructional quality and compliance with state and university requirements.

The instructional program will emphasize intellectual curiosity, critical thinking, applied learning, and leadership development. Academically high-achieving students will be supported in developing advanced study skills, self-direction, and professional competencies that prepare them for success in postsecondary education, career pathways, and lifelong learning.

Student progress and level of academic challenge will be reviewed regularly as part of the individualized planning process. Instructional plans may be adjusted over time to ensure that students remain appropriately challenged, supported, and engaged as their goals and readiness evolve.

Plan for English Learners

CORE Yuba Charter, consistent with its mission and personalized, flex-based instructional model, will consider each English Learner's individual needs, learning style, academic goals, and family circumstances when determining appropriate English Language Development ("ELD") supports and instructional approaches. CORE Yuba Charter will ensure that English Learners have full and equitable access to the Charter School's academic curriculum, graduation requirements, Career Technical Education pathways, early college opportunities, and student support services. Based on recent enrollment trends in CORE's existing program, the Charter School anticipates that its likely English Learner population at opening may be relatively small; for example, in 2024–25, approximately 2.4% of enrolled students were identified as English Learners, with represented languages including German, Russian, Spanish, and Ukrainian. While the percentage of English Learners in the current year is lower, the Charter School recognizes that enrollment patterns and demographics may change over time and will remain prepared to identify and serve English Learners from diverse language backgrounds in accordance with all applicable state and federal requirements.

CORE Yuba Charter will comply with all applicable federal and state legal requirements for English Learners, including requirements related to long-term English Learners and English Learners at risk of becoming long-term English Learners. These requirements include, but are not limited to, parent notification, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluation of program effectiveness, and participation in required state and federal assessments. The Charter School will implement Board-adopted policies and administrative regulations to ensure appropriate placement, evaluation, instructional support, and communication regarding English Learners and the rights of students and parents.

Identification and Assessment

- **Home Language Survey:** CORE Yuba Charter will administer the state-required Home Language Survey upon a student's initial enrollment in a California public school.
- **English Language Proficiency Assessments for California ("ELPAC"):** Any student who indicates on the Home Language Survey that English is not their primary language will be administered the ELPAC Initial Assessment within 30 calendar days of initial enrollment, or within 60 calendar days prior to enrollment as permitted by law. English Learners will participate annually in the ELPAC Summative Assessment during the state-designated testing window until they are redesignated as fluent English proficient.
- **Additional Language Proficiency Measures:** Additional assessments may be administered, as appropriate, to inform instructional planning and support.
- **Referral and Oversight:** Any student identified as an English Learner will be referred to the Superintendent or designee to ensure appropriate instructional services and supports are provided.

English Language Development Instruction and Monitoring

English Learner instruction and support will be coordinated through a Language Development Team ("LDT"), which may include the student, parent or guardian, Personalized Learning Teacher, English Learner Coordinator, and other relevant staff. The LDT will oversee ELD instruction, curriculum selection, instructional strategies, and progress monitoring. Instructional approaches may include integrated ELD within core academic coursework, targeted language development instruction, tutoring, and other supports aligned with the student's individualized learning plan.

English Learners will meet with their PLT a minimum of once per week to review academic progress, language development, and learning goals. Instructional adjustments will be made based on ongoing assessment data and teacher observation to ensure continued progress toward English proficiency and academic success.

ELPAC assessments will be administered in accordance with state requirements, including grade-span administration procedures and testing windows. CORE Yuba Charter will notify parents or guardians of ELPAC testing responsibilities and results within thirty days of receiving official results from the assessment publisher. ELPAC results will be used to fulfill federal and state accountability requirements under the Every Student Succeeds Act.

Reclassification Procedures

Reclassification to fluent English proficient status will be determined using multiple criteria in accordance with state law and Board-adopted policies, including but not limited to:

- Results from an objective assessment of English language proficiency, including the ELPAC;
- Evaluation of curriculum progress and academic performance by the student's teachers and other certificated staff with direct instructional responsibility;
- Parent or guardian consultation and input regarding the reclassification decision; and
- Comparison of the student's academic performance to that of English-proficient peers of the same age to ensure readiness to participate effectively in an English-only instructional program.

Strategies for English Learner Instruction and Intervention

Instructional strategies for English Learners will support progress across the following domains of language development:

1. Oral and aural comprehension
2. Oral language production
3. Guided reading and writing
4. Independent reading and writing

CORE Yuba Charter will provide both designated English Language Development ("Designated ELD") and integrated English Language Development ("Integrated ELD") in accordance with California law and the ELD Standards. Designated ELD will consist of targeted instruction focused on English language development based on each student's proficiency level and identified needs. Integrated ELD will occur throughout the instructional program, with teachers using appropriate scaffolds, language supports, and instructional strategies to ensure English Learners have meaningful access to grade-level content, graduation requirements, Career Technical Education pathways, early college opportunities, and other aspects of the Charter School's educational program.

Instruction will be delivered primarily in English and may include Specially Designed Academic Instruction in English ("SDAIE") strategies, targeted language development instruction, and differentiated supports aligned with the ELD Standards. These standards will guide instruction in listening, speaking, reading, and writing across all academic content areas. Instructional approaches may be adjusted based on ELPAC results, classroom performance, teacher observation, student work, and progress within the student's individualized learning plan.

Monitoring and Evaluation of Program Effectiveness

CORE Yuba Charter will evaluate the effectiveness of its English Learner program through multiple measures, including:

- Monitoring student progress toward English proficiency using state and local assessment data;
- Reviewing academic achievement and graduation progress for English Learners;
- Monitoring instructional practices and teacher qualifications;
- Ensuring appropriate student identification and placement;
- Reviewing parent program choice options and communication; and
- Assessing the availability and effectiveness of instructional resources and supports.

Program effectiveness data will be used to inform continuous improvement efforts and to ensure English Learners are supported in meeting both language development and academic goals.

Plan for Students with Disabilities and Special Education

Services to Students with Disabilities

CORE Yuba Charter will comply with all applicable federal and state laws governing the education of students with disabilities, including, but not limited to, the IDEA, Section 504 the ADA, applicable provisions of the California Education Code, and all applicable regulations and policies of its Special Education Local Plan Area ("SELPA"). CORE Yuba Charter will implement all required Child Find/Search and Serve obligations to identify, assess, and serve students who may be eligible for special education and related services.

CORE Yuba Charter will be its own local education agency ("LEA") for purposes of special education and will apply for membership in a Special Education Local Plan Area ("SELPA") pursuant to Education Code section 47641(a). CORE Yuba Charter intends to seek membership in the Yuba County SELPA and will operate within its geographical boundaries. As an LEA member of the SELPA, CORE Yuba Charter will receive state and federal special education funding directly in accordance with the SELPA's allocation plan and will comply with all SELPA policies, procedures, forms, timelines, reporting requirements, and fiscal allocation provisions applicable to member LEAs (Appendix W).

CORE Yuba Charter will notify the Yuba County SELPA Director of its intent to participate before February 1 of the preceding school year, consistent with SELPA requirements. CORE Yuba Charter understands that it will be fiscally responsible for its fair share of any encroachment on general funds and for any legal fees related to the application and assurances process. CORE Yuba Charter further affirms that it will meet the terms of any SELPA agreement relating to the organization, implementation, administration, and operation of the SELPA, as applicable to member LEAs.

CORE Yuba Charter will assume responsibility for providing special education instruction and related services in accordance with IDEA, applicable state law, and SELPA policies. Services will be delivered by appropriately credentialed and licensed employees, contracted providers, private agencies, or other qualified service providers, as appropriate, and will be designed to meet the unique needs of each eligible student as determined by the student's Individualized Education Program ("IEP"). CORE Yuba Charter may obtain related services and supports, including but not limited to speech and language services, occupational therapy, adapted physical education, nursing, transportation, counseling, behavior supports, and psychological services, through

SELPA arrangements and/or contracted providers, as appropriate and in accordance with law and SELPA procedures.

CORE Yuba Charter will assume full responsibility for providing appropriate accommodations, modifications, supports, and services necessary to address the needs of any student with a disability in accordance with applicable law. CORE Yuba Charter will provide special education instruction and related services to students enrolled in CORE Yuba Charter regardless of the student's district of residence. All student onsite instruction will be conducted in a safe environment.

CORE Yuba Charter shall be solely responsible for its compliance with Section 504 and the ADA. Facilities utilized by CORE Yuba Charter shall be accessible to students with disabilities in accordance with applicable law.

Inclusive Program Design and Personalized Supports

CORE Yuba Charter's personalized, flex-based educational model is designed to support students with disabilities by providing individualized instruction, flexible pacing, and multiple learning environments while maintaining high academic and behavioral expectations. Placement, services, accommodations, and instructional approaches for students with disabilities will be determined solely through the IEP or Section 504 process and will not be limited by CORE Yuba Charter's instructional model.

Students with disabilities will have access to the general education curriculum to the maximum extent appropriate, consistent with their IEPs. Instruction may occur through a combination of independent study, teacher-guided instruction, instructional support locations, community-based learning, online coursework, and related services, as determined by the IEP team. CORE Yuba Charter will provide supports, modifications, assistive technology, and related services necessary to implement each student's IEP or Section 504 Plan.

Intervention, Student Study Team, Identification, Referral, and Assessment (Child Find)

CORE Yuba Charter will implement a Student Study Team ("SST") process as part of its general education intervention and referral framework. General education interventions may include, as appropriate, progress monitoring, differentiated instruction, supplemental supports, tutoring, reading or academic intervention, behavioral supports, and other interventions designed to address identified student needs prior to referral, when appropriate.

CORE Yuba Charter will implement SELPA Child Find procedures to identify students who may require special education services. Upon enrollment, CORE Yuba Charter will review available academic records, parent input, prior services, and ongoing teacher observations to identify students who may have suspected disabilities or who enter with an existing IEP or Section 504 Plan. Students who demonstrate academic, behavioral, developmental, or functional concerns will be supported through general education interventions prior to referral, when appropriate. A parent or guardian may request a special education assessment in writing at any time.

A pupil shall be referred for special education assessment only after the resources of the general education program have been considered and, where appropriate, utilized. If general education interventions are insufficient to provide a free appropriate public education ("FAPE"), CORE Yuba Charter will refer the student for assessment in accordance with IDEA, state law, and SELPA procedures. Assessments will be conducted with informed parent consent and within applicable legal timelines, and will be used to determine eligibility and appropriate services.

IEP Development and Implementation

CORE Yuba Charter will convene and conduct IEP meetings in compliance with state and federal law. IEP teams will include all required members, including an administrative designee with decision-making authority, appropriately credentialed teachers, service providers, parents/guardians, and the student when appropriate. CORE Yuba Charter will arrange and notice IEP meetings and ensure participation of required team members and other individuals with knowledge of the student as appropriate.

IEPs will address eligibility, present levels of performance, measurable annual goals, services, placement, accommodations, modifications, assistive technology, transition planning, and progress monitoring. CORE Yuba Charter will be responsible for full implementation of each student's IEP, including instructional services, related services, accommodations, modifications, assistive technology, and progress reporting. Parents will receive regular reports on student progress toward IEP goals at least as frequently as progress is reported for students without disabilities.

CORE Yuba Charter understands that decisions regarding eligibility, goals, services, placement, and exit from special education are made by the IEP team in accordance with applicable law. Programs, services, and placements shall be provided to all eligible students in accordance with IDEA, state law, and SELPA policies and procedures.

Transition Planning and Certificate of Completion

Transition planning will be a required component of IEPs for eligible students and will focus on postsecondary education or training, employment, and independent living, as appropriate. CORE Yuba Charter will support students with disabilities in developing meaningful postsecondary pathways aligned with their strengths, interests, and goals.

For students with significant cognitive disabilities who are unable to meet state diploma requirements, CORE Yuba Charter may offer a Certificate of Completion ("COC") pathway consistent with federal and state law and Board policy. Students pursuing a COC will receive individualized instruction aligned to their IEP goals and transition plan and may participate in graduation-related activities in accordance with law and school policy.

Notification and Coordination

CORE Yuba Charter will notify the student's district of residence and, as applicable, the authorizing LEA or other responsible public agency, in accordance with SELPA procedures and applicable law, when a student with an IEP enrolls in CORE Yuba Charter, is determined eligible or ineligible for special education, or withdraws or transfers from CORE Yuba Charter. CORE Yuba Charter will also respond to record requests, coordinate with prior or receiving public agencies, and maintain the confidentiality of pupil records in accordance with applicable law and SELPA procedures.

Interim and Initial Placement of Students with Existing IEPs; Transition to and from Districts

CORE Yuba Charter will comply with Education Code section 56325 and other applicable laws regarding students who transfer into CORE Yuba Charter with an existing IEP. For students who transfer from another California public school during the same academic year, CORE Yuba Charter will provide services comparable to those described in the previously approved IEP, in consultation with the parent, until CORE Yuba Charter either adopts the existing IEP or develops,

adopts, and implements a new IEP in accordance with law. For students who transfer from outside California with an existing IEP, CORE Yuba Charter will provide services comparable to those described in the previous IEP, in consultation with the parent, until CORE Yuba Charter conducts any necessary assessment and develops, adopts, and implements an IEP in accordance with applicable law.

When a student with an IEP transfers from CORE Yuba Charter to another public school, CORE Yuba Charter will provide timely records, coordinate transition information, and support continuity of services in accordance with applicable law and SELPA procedures.

Section 504

CORE Yuba Charter will comply with all requirements of Section 504 and the ADA. Students with disabilities who do not qualify for special education under IDEA may be eligible for accommodations and services under Section 504. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by CORE Yuba Charter and will include the parent/guardian, the student when appropriate, and other qualified individuals knowledgeable about the student, the evaluation data, and placement or accommodation options. The Section 504 team will review relevant records and determine whether a Section 504 evaluation is appropriate. Evaluations will be conducted using information from a variety of sources, including academic, social, behavioral, medical, and observational data, as appropriate. If the Section 504 team obtains information indicating possible eligibility under IDEA, the student will be referred for a special education assessment.

If the student is found eligible under Section 504, the team will develop a Section 504 Plan describing the accommodations, services, or supports necessary to ensure that the student has a free appropriate public education and equal access to CORE Yuba Charter's educational program and activities. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Parents will receive written notice of decisions and procedural safeguards. Section 504 Plans will be reviewed at least once per year and updated as needed. Any student potentially in need of Section 504 services will receive such services in accordance with applicable law.

Staffing and Service Delivery

All special education and related services at CORE Yuba Charter will be delivered by appropriately credentialed, licensed, or otherwise qualified personnel as required by law. CORE Yuba Charter staff involved in special education will participate in applicable County, SELPA and/or Charter School training related to special education compliance, instructional practices, service implementation, and procedural requirements.

CORE Yuba Charter will be responsible for hiring, assigning, training, and evaluating the staff necessary to implement special education and Section 504 services, including special education teachers, paraprofessionals, related service providers, and contracted specialists, as appropriate. CORE Yuba Charter may contract with nonpublic schools, nonpublic agencies, or other qualified

providers when necessary to implement a student's IEP, in accordance with law and SELPA procedures.

Due Process, Complaints, and Non-Discrimination

CORE Yuba Charter will adopt and implement policies and procedures for responding to parent or guardian concerns and complaints related to special education services. CORE Yuba Charter will participate in due process hearings, mediation, complaint resolution, and compliance reviews as required by law and will cooperate with SELPA, County, state, and federal oversight.

No student will be denied admission, counseled out, or otherwise discriminated against on the basis of disability or the need for special education, related services, or Section 504 accommodations. CORE Yuba Charter will ensure that students with disabilities have access to CORE Yuba Charter's programs and services in accordance with law.

ELEMENTS 2 AND 3, MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: 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 charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).

Governing Law: 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 Section 47605.6(b)(5)(C).

Charter School Goals, Actions and Measurable Outcomes Aligned with the State Priorities

CORE Yuba Charter is designed to support students in becoming self-motivated, competent, and lifelong learners through self-reflection, goal setting, and increasing ownership of their learning. Students will regularly engage in self-assessment and participate in collaborative goal-setting with their Personalized Learning Team. The assessments that form the basis for evaluating student outcomes are described in the section below entitled "Methods of Assessment."

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of CORE Yuba Charter's initial goals, actions, and measurable outcomes—both schoolwide and for each numerically significant pupil subgroup—are described below and are aligned with the State Priorities identified in Education Code Section 52060. These goals, actions, and outcomes are intended to guide implementation, accountability, and continuous improvement from the first year of operation.

CORE Yuba Charter's measurable student outcomes are aligned with the Charter School's mission, curriculum, and assessment system. The outcomes reflect the Charter School's mission to prepare students to become self-motivated, competent, and lifelong learners ready for college, career, and life. The curriculum is aligned to State Standards, graduation requirements, UC/CSU A–G expectations, Career Technical Education pathways, and postsecondary readiness. Student progress toward these outcomes will be measured through multiple methods, including state assessments, local assessments, course completion, credit attainment, performance tasks, teacher evaluation of student work, individualized learning plan reviews, and progress toward graduation and postsecondary goals. At least one assessment

method or measurement tool is identified for each measurable student outcome within the goals, actions, measurable outcomes, and methods of measurement described below.

Local Control and Accountability Plan

Upon commencement of operations, CORE Yuba Charter shall develop, adopt, and annually update a Local Control and Accountability Plan in accordance with Education Code Section 47606.5, using the template adopted by the State Board of Education. The Charter School shall submit its LCAP to the Yuba County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The Charter School reserves the right to establish additional and/or amend school-specific goals, actions, and corresponding assessments through the annual LCAP development and update process. The Charter School shall present a report on the annual update to the LCAP and the Local Control Funding Formula budget overview for parents on or before February 28 of each year as part of a non-consent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by CORE Yuba Charter in accordance with applicable law.

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.	
STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that all teachers are appropriately assigned and hold the required credentials and authorizations for the subjects and pupils they are teaching.

ACTIONS TO ACHIEVE GOAL	• Recruit, hire, and retain appropriately credentialed and qualified teachers. • Annually monitor credential status, assignments, and authorizations. • Provide ongoing professional development aligned to instructional roles, independent study compliance, personalized learning, college and career readiness, and Career Technical Education pathways. • Maintain compliance with all credentialing and assignment requirements pursuant to Education Code.
MEASURABLE OUTCOME	• 100% of teachers are appropriately credentialed and properly assigned.
METHODS OF MEASUREMENT	• Credential and assignment audits • Williams compliance reviews • County Office of Education monitoring and reports
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that all students have sufficient access to standards-aligned instructional materials in all subject areas.
ACTIONS TO ACHIEVE GOAL	• Adopt and provide instructional materials aligned to State Standards, including materials that support independent study, hybrid instruction, online learning, and college and career pathways. • Ensure instructional materials are available to students in multiple formats, as appropriate, to support personalized learning. • Annually review curriculum to confirm alignment with State Standards and program needs, including supports for English Learners and students with disabilities.
MEASURABLE OUTCOME	• 100% of students have access to standards-aligned instructional materials in all core subject areas.
METHODS OF MEASUREMENT	• Williams Instructional Materials sufficiency reviews • Curriculum adoption records • Administrative reviews
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that school facilities are safe, clean, well maintained, and in good repair.
ACTIONS TO ACHIEVE GOAL	• Maintain facilities in compliance with applicable health, safety, and building standards. • Conduct regular facility inspections and address identified maintenance needs in a timely manner.

	• Ensure facilities support instructional programming, including independent study meetings, hybrid instruction, college and career pathways, and student support services.
MEASURABLE OUTCOME	• School facilities meet the "good repair" standard.
METHODS OF MEASUREMENT	• Facilities inspection reports • Williams Facilities reports • Administrative site reviews
STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS *Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or former Section 60811.4, as that section read on June 30, 2016, for purposes of gaining academic content knowledge and English language proficiency*	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students access, engage with, and demonstrate progression toward proficiency in State Standards through a personalized, standards-aligned instructional program.
ACTIONS TO ACHIEVE GOAL	• Implement standards-aligned curriculum in all core subject areas, including UC/CSU "a–g" coursework as the default academic pathway • Develop individualized learning plans aligned to grade-level standards, graduation requirements, and postsecondary goals • Provide instruction through independent study, teacher-led classes, online platforms, and community-based learning • Monitor student progress through ongoing formative assessment, work samples, and regular teacher feedback • Provide professional development to instructional staff on standards implementation, assessment practices, and personalized learning strategies
MEASURABLE OUTCOME	Students demonstrate measurable academic progress toward grade-level standards and graduation requirements.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with Disabilities will access and make progress toward grade-level State Standards through individualized instruction, accommodations, and supports aligned to their Individualized Education Programs or Section 504 Plans. **Measurable Outcomes:** • Students with Disabilities will demonstrate annual progress toward IEP goals aligned to State Standards.

	• Students with Disabilities will demonstrate progress toward grade-level standards as measured by course completion, standards-aligned assessments, and teacher evaluation of work products. • Increased percentage of Students with Disabilities completing standards-aligned coursework with satisfactory progress toward graduation requirements.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have equitable access to State Standards-aligned instruction and supports that enable academic progress, credit completion, and preparation for college and career pathways. **Measurable Outcomes:** • Hispanic students will demonstrate progress toward grade-level State Standards as measured by course completion, teacher evaluation, and standards-aligned assessments. • Increased rates of credit accumulation and on-track status toward graduation for Hispanic students. • Reduction in achievement gaps through targeted academic supports, instructional differentiation, and access to intervention and enrichment opportunities.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically Disadvantaged students will have equitable access to State Standards-aligned instruction and supports that enable academic progress, credit completion, and preparation for college and career pathways. **Measurable Outcomes:** • Socioeconomically Disadvantaged students will demonstrate progress toward grade-level State Standards as measured by course completion, teacher evaluation, and standards-aligned assessments. • Increased rates of credit accumulation and on-track status toward graduation for Socioeconomically Disadvantaged students. • Reduction in achievement gaps through targeted academic supports, instructional differentiation, and access to intervention and enrichment opportunities.
METHODS OF MEASUREMENT	• Completion and evaluation of standards-aligned coursework • Teacher assessment of student work products • Course completion and credit accrual data • Local benchmark and formative assessments

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will access and make progress toward grade-level State Standards in all core academic content areas while receiving designated and integrated English Language Development supports.
ACTIONS TO ACHIEVE GOAL	• Provide State Standards–aligned instruction in all core academic subjects using individualized learning plans. • Implement integrated English Language Development strategies across content areas, including scaffolding, language supports, and SDAIE strategies. • Provide designated English Language Development instruction aligned to the California English Language Development Standards. • Assign credentialed teachers to monitor academic progress and adjust instruction based on formative assessments and student work products. • Offer academic interventions, tutoring, and targeted supports as needed to ensure access to grade-level content.
MEASURABLE OUTCOME	• English Learners will demonstrate progress toward grade-level academic content standards as measured by course completion, teacher evaluation of student work, and standards-aligned assessments. • English Learners will successfully complete standards-aligned coursework required for graduation and postsecondary readiness.
METHODS OF MEASUREMENT	• Review of standards-aligned coursework completion and credit accumulation • Teacher evaluation of student work samples and learning records • Local formative assessments and benchmark data • Analysis of course grades and progress reports
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will make annual progress toward English language proficiency and, when appropriate, be reclassified as Fluent English Proficient in accordance with state and federal requirements.
ACTIONS TO ACHIEVE GOAL	• Identify English Learners through the administration of the Home Language Survey and required English language proficiency assessments. • Provide designated and integrated English Language Development instruction aligned to the California English Language Development Standards. • Assign credentialed staff to monitor English language development and academic progress through individualized learning plans. • Convene a Language Development Team, including parents, teachers, and appropriate staff, to review progress and adjust instructional supports as needed. • Provide targeted interventions, tutoring, and instructional supports to address individual language development needs.

	• Administer the English Language Proficiency Assessments for California in accordance with state timelines and requirements. • Implement state-approved reclassification procedures and communicate results and progress to parents.
MEASURABLE OUTCOME	• English Learners will demonstrate annual progress toward English language proficiency as measured by ELPAC results. • Eligible English Learners will be reclassified as Fluent English Proficient based on multiple measures in accordance with state criteria.
METHODS OF MEASUREMENT	• ELPAC Initial and Summative Assessment results • English Learner progress monitoring data • Teacher evaluations of language development using student work samples and learning records • Reclassification rates and documentation • Parent notifications and reclassification records
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT *PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT, INCLUDING EFFORTS THE CHARTER SCHOOL MAKES TO SEEK PARENT INPUT IN MAKING DECISIONS FOR THE CHARTER SCHOOL, AND INCLUDING HOW THE CHARTER SCHOOL WILL PROMOTE PARENTAL PARTICIPATION IN PROGRAMS FOR UNDUPLICATED PUPILS AND INDIVIDUALS WITH EXCEPTIONAL NEEDS.*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be actively engaged as partners in their students' education through regular communication, shared decision-making, and meaningful participation in academic planning and school activities.
ACTIONS TO ACHIEVE GOAL	• Provide families with clear information about instructional programs, graduation requirements, and student expectations through orientations, handbooks, and ongoing communication. • Engage parents and guardians in the development, review, and monitoring of individualized learning plans and academic goals. • Maintain regular, two-way communication between families and instructional staff through meetings, conferences, and digital platforms. • Offer flexible meeting formats, including in-person, virtual, and phone options, to ensure accessibility for all families. • Provide opportunities for parent input through surveys, advisory groups, and schoolwide meetings.
MEASURABLE OUTCOME	• Families will demonstrate consistent participation in academic planning meetings and school communication processes. • Parent satisfaction and engagement indicators will reflect positive involvement in student learning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:**

	Families of students with disabilities will be actively engaged in educational planning, service delivery, and progress monitoring to support student success. **Measurable Outcomes:** • Parents/guardians will participate in IEP, Section 504, and related planning meetings at required intervals. • Families will report understanding of services, accommodations, and academic expectations.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Families of Hispanic students will have equitable access to information, communication, and opportunities for involvement in their students' education. **Measurable Outcomes:** • Families will participate in academic planning and progress monitoring meetings at rates comparable to the overall student population. • Engagement barriers related to language, scheduling, transportation, or technology will be reduced through flexible access and support strategies.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Families of socioeconomically disadvantaged students will have equitable access to information, communication, and opportunities for involvement in their students' education. **Measurable Outcomes:** • Families will participate in academic planning and progress monitoring meetings at rates comparable to the overall student population. • Engagement barriers related to scheduling, transportation, or technology will be reduced through flexible access and support strategies.
METHODS OF MEASUREMENT	• Documentation of parent participation in enrollment, goal-setting, and review meetings • Parent surveys and feedback tools • Records of communication and meeting participation • Attendance logs for family engagement activities
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Parents and guardians will actively participate in their students' educational experience through shared goal-setting, progress monitoring, and involvement in school decision-making and support activities.
ACTIONS TO ACHIEVE GOAL	• Engage parents and guardians as partners in establishing and reviewing student academic, behavioral, and postsecondary goals • Provide structured opportunities for families to participate in schoolwide planning, feedback, and advisory activities. • Offer workshops, orientations, and informational sessions focused on independent study success, graduation planning, college and career pathways, and student support systems. • Ensure communication and engagement opportunities are offered in flexible formats and accessible languages, as needed. • Encourage family participation in enrichment activities, exhibitions of student learning, and community-based events.
MEASURABLE OUTCOME	• Increased parent participation in goal-setting meetings, workshops, and school engagement opportunities. • Families will report feeling informed, welcomed, and empowered to support student learning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Parents and guardians of students with disabilities will actively participate in educational planning, progress monitoring, and decision-making processes to support student growth and access. **Measurable Outcomes:** • Families will participate in IEP and Section 504 meetings at required intervals. • Parents will report understanding of student goals, accommodations, and available supports.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Parents and guardians of Hispanic students will be supported and encouraged to actively participate in school programs and decision-making processes. **Measurable Outcomes:** • Participation rates in academic planning meetings and school activities will increase or be maintained. • Families will report reduced barriers to participation through flexible scheduling, communication methods, and access to support.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY	**Goal:**

DISADVANTAGED STUDENTS	Parents and guardians of socioeconomically disadvantaged students will be supported and encouraged to actively participate in school programs and decision-making processes. **Measurable Outcomes:** • Participation rates in academic planning meetings and school activities will increase or be maintained. • Families will report reduced barriers to participation through flexible scheduling, communication methods, and access to support.
METHODS OF MEASUREMENT	• Sign-in sheets and participation records for meetings, workshops, and events • Parent surveys and engagement feedback tools • Documentation of parent involvement in individualized learning plan reviews • Records of advisory group or committee participation
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Parents and guardians of unduplicated students and students with exceptional needs will be actively engaged as partners in educational planning, decision-making, and support services.
ACTIONS TO ACHIEVE GOAL	• Provide targeted outreach and communication to families of unduplicated students and students with exceptional needs. • Offer individualized meetings, flexible scheduling, and multiple communication formats to reduce barriers to participation. • Engage families in academic planning, progress monitoring, and postsecondary goal-setting. • Provide access to workshops and resources focused on academic support, social-emotional learning, college and career pathways, and available services. • Ensure translation, interpretation, and accessibility supports are provided as needed.
MEASURABLE OUTCOME	• Increased or sustained participation of families of unduplicated students and students with exceptional needs in meetings, workshops, and school engagement opportunities. • Families will report increased understanding of academic expectations, available supports, and student progress.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Parents and guardians of students with disabilities will actively participate in educational planning and decision-making processes that support access, progress, and student success. **Measurable Outcomes:**

	• Families will attend IEP and Section 504 meetings and participate in progress reviews. • Parents will report understanding of accommodations, services, and academic expectations.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Parents and guardians of Hispanic students will be actively engaged as partners in educational planning, decision-making, and support services. **Measurable Outcomes:** • Families will engage in academic planning meetings and school activities at consistent or increased rates. • Families will report reduced barriers to participation and improved access to information and support.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Parents and guardians of socioeconomically disadvantaged students will be supported in participating meaningfully in school programs and decision-making processes. **Measurable Outcomes:** • Families will engage in academic planning meetings and school activities at consistent or increased rates. • Families will report reduced barriers to participation and improved access to information and support.
METHODS OF MEASUREMENT	• Participation records for meetings, workshops, and planning sessions • Parent and guardian surveys • Documentation of individualized learning plan reviews, IEP meetings, and support conferences • Logs of outreach and communication efforts

STATE PRIORITY #4— STUDENT ACHIEVEMENT

PUPIL ACHIEVEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:

A. CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS STATEWIDE ASSESSMENT

B. PERCENTAGE OF PUPILS WHO HAVE SUCCESSFULLY COMPLETED COURSES THAT SATISFY UC/CSU ENTRANCE REQUIREMENTS

C. THE PERCENTAGE OF PUPILS WHO HAVE SUCCESSFULLY COMPLETED COURSES THAT SATISFY THE REQUIREMENTS FOR CAREER TECHNICAL EDUCATION SEQUENCES OR PROGRAMS OF STUDY

D. PERCENTAGE OF ELS WHO MAKE PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY AS MEASURED BY THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

E. EL RECLASSIFICATION RATE *F. PERCENTAGE OF PUPILS WHO HAVE PASSED AN AP EXAM WITH A SCORE OF 3 OR HIGHER* *G. PERCENTAGE OF PUPILS WHO PARTICIPATE IN AND DEMONSTRATE COLLEGE PREPAREDNESS PURSUANT TO THE EARLY ASSESSMENT PROGRAM*

SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate academic progress toward State Standards in English Language Arts and Mathematics, as measured by statewide assessments and local indicators.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned curriculum and instruction in English Language Arts and Mathematics. • Use formative assessments, benchmark data, and student work samples to monitor progress and adjust instruction. • Offer targeted academic interventions, tutoring, and instructional supports based on assessment results. • Utilize personalized learning plans to address individual strengths, gaps, and pacing needs.
MEASURABLE OUTCOME	• Students will demonstrate measurable academic growth in English Language Arts and Mathematics. • Performance levels will be maintained or improved over time for the overall student population.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction, accommodations, and supports. **Measurable Outcomes:** • Students will show growth on CAASPP or alternate assessments, as applicable. • Progress toward individualized academic goals will be documented through IEP-aligned measures.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction and targeted supports. **Measurable Outcomes:** • Hispanic students will show growth on CAASPP or other applicable assessments. • Progress toward academic goals will be documented through course performance, teacher monitoring, and local measures.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction and targeted supports. **Measurable Outcomes:** • Socioeconomically disadvantaged students will show growth on CAASPP or other applicable assessments. • Progress toward academic goals will be documented through course performance, teacher monitoring, and local measures.
METHODS OF MEASUREMENT	• CAASPP results • Local benchmark assessments • Progress monitoring data documented by credentialed teachers
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to and successfully complete coursework aligned with University of California and California State University ("A–G") admission requirements as the default high school pathway.
ACTIONS TO ACHIEVE GOAL	• Design the high school program so that students are enrolled in A–G aligned coursework as the default graduation pathway. • Provide individualized academic planning to align course selection with postsecondary goals. • Offer teacher-guided instruction, independent study coursework, and dual enrollment options that satisfy A–G requirements. • Monitor student progress toward A–G completion through individualized graduation plans and transcript review.
MEASURABLE OUTCOME	• An increasing or sustained percentage of students will complete A–G aligned coursework. • Students will remain on track for UC/CSU eligibility unless an alternative pathway is selected through individualized planning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to A–G aligned coursework with appropriate accommodations and supports. **Measurable Outcomes:** • Students will successfully complete A–G courses aligned with their individualized learning plans and IEPs, as appropriate. • Progress toward UC/CSU eligibility will be documented through transcript review and graduation planning.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:**

	Hispanic students will have access to and successfully complete A–G aligned coursework through personalized instruction and academic support. **Measurable Outcomes:** • Hispanic students will complete A–G coursework at rates comparable to the overall student population over time. • Barriers to UC/CSU eligibility will be reduced through academic planning, intervention, and support services.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to and successfully complete A–G aligned coursework through personalized instruction and academic support. **Measurable Outcomes:** • Students will complete A–G coursework at rates comparable to the overall student population over time. • Barriers to UC/CSU eligibility will be reduced through academic planning, intervention, and support services.
METHODS OF MEASUREMENT	• Student transcripts • UC Doorways course approvals • Graduation planning documentation
SUBPRIORITY C– CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to and successfully complete Career Technical Education (“CTE”) pathways that integrate academic instruction, technical skill development, and real-world application.
ACTIONS TO ACHIEVE GOAL	• Offer CTE pathways aligned with state-approved industry sectors and graduation requirements. • Integrate CTE coursework into individualized graduation plans alongside A–G academic coursework. • Provide multi-year CTE pathways that extend beyond initial pathway completion, including advanced Year 3 and Year 4 coursework. • Offer capstone and advanced “supercapstone” experiences that emphasize real-world projects, industry-aligned problem solving, and applied learning. • Support access to industry certifications, dual enrollment, and community or industry partnerships, where applicable.
MEASURABLE OUTCOME	• An increasing or sustained percentage of students will complete one or more CTE courses or pathways. • Students will demonstrate applied skills through completion of capstone or advanced pathway coursework.

GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to CTE coursework and pathways with appropriate accommodations and supports. **Measurable Outcomes:** • Students will complete CTE courses or pathways aligned with their individualized learning plans and IEPs, as appropriate. • Participation and completion will be documented through transcripts and pathway records.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to CTE pathways that support career exploration, skill development, and postsecondary readiness. **Measurable Outcomes:** • Hispanic students will participate in and complete CTE coursework at rates comparable to the overall student population over time. • Hispanic students will demonstrate applied learning through pathway completion, capstone, or advanced coursework.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to CTE pathways that support career exploration, skill development, and postsecondary readiness. **Measurable Outcomes:** • Students will participate in and complete CTE coursework at rates comparable to the overall student population over time. • Students will demonstrate applied learning through pathway completion, capstone, or advanced coursework.
METHODS OF MEASUREMENT	• Student transcripts • CTE pathway completion records • Capstone and supercapstone project documentation • Industry certification or dual enrollment records, where applicable
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will make consistent annual progress toward English language proficiency while accessing grade-level academic content aligned with State Standards.
ACTIONS TO ACHIEVE GOAL	• Implement ELD instruction aligned with the California ELD Standards and integrated with core academic content. • Provide designated and integrated ELD supports within the personalized learning and independent study model.

	• Monitor English Learner progress through regular assessment, Personalized Learning Teacher meetings, and Language Development Team review. • Provide targeted instructional supports, tutoring, and intervention based on individual student needs and assessment data. • Ensure staff are appropriately trained to support English Learners within independent study, hybrid, and home study settings.
MEASURABLE OUTCOME	• English Learners will demonstrate annual progress toward English language proficiency as measured by statewide and local assessments.
METHODS OF MEASUREMENT	• English Language Proficiency Assessments for California results • Local formative assessments • Progress monitoring documented in individualized learning plans
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will be reclassified as Fluent English Proficient (RFEP) when they meet state-established criteria, demonstrating readiness to participate successfully in the general education curriculum without additional language supports.
ACTIONS TO ACHIEVE GOAL	• Implement reclassification procedures aligned with California Department of Education criteria, including multiple measures of English proficiency and academic performance. • Monitor English Learner progress through regular review of ELPAC results, academic achievement data, and teacher input. • Engage parents or guardians in the reclassification process through consultation, notification, and opportunities for input. • Use Language Development Team review to ensure appropriate instructional supports are provided prior to reclassification.
MEASURABLE OUTCOME	• An increasing percentage of eligible English Learners will be reclassified as Fluent English Proficient annually.
METHODS OF MEASUREMENT	• ELPAC Summative Assessment results • Academic performance data in core content areas • Documentation of reclassification decisions and parent consultation
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Increase student participation in Advanced Placement (AP) coursework and improve the percentage of students earning a score of 3 or higher on AP examinations, while ensuring equitable access and support for all students.
ACTIONS TO ACHIEVE GOAL	• Offer AP courses through a variety of instructional methods, including independent study, online providers, and teacher-supported coursework. • Provide academic counseling to support appropriate AP course selection aligned with student readiness and postsecondary goals.

	• Offer targeted academic supports, including tutoring, progress monitoring, and instructional scaffolding, for students enrolled in AP coursework. • Remove financial and logistical barriers to AP exam participation through guidance, fee support when available, and coordination with testing providers. • Monitor AP enrollment and outcomes annually to inform instructional planning and student support strategies.
MEASURABLE OUTCOME	An increased percentage of students enrolled in AP coursework will earn a score of 3 or higher on AP examinations.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase access to AP coursework for students with disabilities and improve AP exam participation and passage rates through appropriate accommodations and instructional supports. **Measurable Outcome:** An increased percentage of students with disabilities enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase access to AP coursework for Hispanic students and improve AP exam participation and passage rates through targeted guidance and academic supports. **Measurable Outcome:** • An increased percentage of Hispanic students enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase access to AP coursework for socioeconomically disadvantaged students and improve AP exam participation and passage rates through targeted guidance and academic supports. **Measurable Outcome:** An increased percentage of socioeconomically disadvantaged students enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.

METHODS OF MEASUREMENT	**Methods of Measurement** • AP course enrollment data • AP exam participation records • AP exam score reports • Analysis of subgroup performance trends over time
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of students who demonstrate college preparedness through participation in college readiness measures, including the Early Assessment Program (EAP), early college coursework, and other indicators of postsecondary readiness.
ACTIONS TO ACHIEVE GOAL	• Provide individualized academic counseling and graduation planning aligned with college and career goals. • Offer access to early college opportunities, including dual enrollment and college coursework. • Support student participation in the Early Assessment Program or successor college readiness measures. • Embed college readiness skills, academic planning, and self-advocacy into personalized learning plans and advisory structures. • Monitor student progress toward college readiness indicators and adjust supports as needed.
MEASURABLE OUTCOME	An increased percentage of students will demonstrate college preparedness as measured by participation in and outcomes from EAP, early college coursework, and other college readiness indicators.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase college preparedness for students with disabilities through access to early college opportunities, individualized supports, and appropriate accommodations. **Measurable Outcome:** An increased percentage of students with disabilities will participate in college readiness measures, including early college coursework and EAP-related indicators, and demonstrate progress toward college preparedness.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase college preparedness for Hispanic students through targeted academic guidance, access to early college opportunities, and removal of structural barriers. **Measurable Outcomes:** • An increased percentage of Hispanic students will participate in college readiness measures, including early college coursework

	and EAP-related indicators, and demonstrate progress toward college preparedness.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase college preparedness for socioeconomically disadvantaged students through targeted academic guidance, access to early college opportunities, and removal of financial or structural barriers. **Measurable Outcome:** An increased percentage of socioeconomically disadvantaged students will participate in college readiness measures, including early college coursework and EAP-related indicators, and demonstrate progress toward college preparedness.
METHODS OF MEASUREMENT	• Participation and completion rates in early college / dual enrollment coursework • EAP or successor college readiness indicators, where applicable • College-preparatory course completion and progress toward graduation plan milestones • Transcript review and counseling records documenting postsecondary planning progress
STATE PRIORITY #5— STUDENT ENGAGEMENT *PUPIL ENGAGEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:* *A. SCHOOL ATTENDANCE RATES* *B. CHRONIC ABSENTEEISM RATES* *C. MIDDLE SCHOOL DROPOUT RATES* *D. HIGH SCHOOL DROPOUT RATES* *E. HIGH SCHOOL GRADUATION RATES*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase overall student attendance by engaging students in meaningful, personalized, and flexible learning experiences aligned with individual goals.
ACTIONS TO ACHIEVE GOAL	• Implement personalized learning plans that reflect student interests, goals, and learning needs. • Maintain regular communication between students, families, and Personalized Learning Teachers. • Provide flexible instructional options, including hybrid and home study models. • Monitor attendance data regularly and respond proactively to emerging attendance concerns
MEASURABLE OUTCOME	Overall school attendance rates will increase annually.

GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Improve attendance for students with disabilities through individualized supports and flexible instructional options. **Measurable Outcome:** Attendance rates for students with disabilities will increase.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Improve attendance for Hispanic students by reducing barriers and increasing engagement. **Measurable Outcomes:** • Attendance rates for Hispanic students will increase.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Improve attendance for socioeconomically disadvantaged students by reducing barriers and increasing engagement. **Measurable Outcome:** Attendance rates for socioeconomically disadvantaged students will increase.
METHODS OF MEASUREMENT	• Attendance records • Chronic absenteeism reports • Student engagement tracking through teacher documentation
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce chronic absenteeism by addressing academic, social, and logistical barriers to consistent participation.
ACTIONS TO ACHIEVE GOAL	• Identify students at risk of chronic absenteeism through data review. • Develop targeted intervention plans through Personalized Learning Teachers and Student Success Teams. • Increase student ownership through goal setting, advisory, and progress monitoring. • Provide family outreach and support services as needed.
MEASURABLE OUTCOME	The percentage of students identified as chronically absent will decrease annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Reduce chronic absenteeism among students with disabilities through individualized supports and coordinated interventions. **Measurable Outcome:** Chronic absenteeism rates for students with disabilities will decrease.

GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Reduce chronic absenteeism among Hispanic students through targeted engagement strategies and supportive interventions. **Measurable Outcomes:** • Chronic absenteeism rates for Hispanic students will decrease.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Reduce chronic absenteeism among socioeconomically disadvantaged students through targeted engagement strategies. **Measurable Outcome:** Chronic absenteeism rates for socioeconomically disadvantaged students will decrease.
METHODS OF MEASUREMENT	• Chronic absenteeism data • Intervention documentation • Attendance trend analysis
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase the high school graduation rate through personalized learning, flexible pathways, and strong academic monitoring.
ACTIONS TO ACHIEVE GOAL	• Develop and regularly update individualized graduation plans for all students. • Provide access to credit recovery, acceleration, early college, and CTE pathways. • Monitor student progress toward graduation requirements and intervene as needed. • Support student goal setting, self-monitoring, and ownership of learning through advisory and Personalized Learning Teachers.
MEASURABLE OUTCOME	The high school graduation rate will increase annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase graduation rates for students with disabilities through individualized planning, appropriate supports, and transition services. **Measurable Outcome:** The graduation rate for students with disabilities will increase.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase graduation rates for Hispanic students by reducing barriers and expanding access to flexible pathways and supports. **Measurable Outcomes:** • The graduation rate for Hispanic students will increase.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase graduation rates for socioeconomically disadvantaged students by reducing barriers and expanding access to flexible pathways and supports. **Measurable Outcome:** The graduation rate for socioeconomically disadvantaged students will increase.
METHODS OF MEASUREMENT	• Graduation cohort data • Transcript analysis • Completion of individualized graduation plans
STATE PRIORITY #6— SCHOOL CLIMATE *SCHOOL CLIMATE, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:* *A. PUPIL SUSPENSION RATES* *B. PUPIL EXPULSION RATES* *C. OTHER LOCAL MEASURES, INCLUDING SURVEYS OF PUPILS, PARENTS, AND TEACHERS ON THE SENSE OF SAFETY AND SCHOOL CONNECTEDNESS*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain low suspension rates through a positive school climate that emphasizes relationship-building, student engagement, and proactive supports.
ACTIONS TO ACHIEVE GOAL	• Implement restorative and preventative practices aligned with a personalized learning environment. • Provide social-emotional supports and counseling services as needed. • Address behavioral concerns through individualized interventions rather than exclusionary discipline. • Monitor student engagement and well-being through Personalized Learning Teachers and advisory structures.
MEASURABLE OUTCOME	Suspension rates will remain low or decrease annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Reduce suspension rates for students with disabilities through appropriate behavioral supports and accommodations. **Measurable Outcome:** Suspension rates for students with disabilities will decrease or remain low.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Reduce suspension rates for Hispanic students by addressing barriers to engagement and access to supports. **Measurable Outcomes:** • Suspension rates for Hispanic students will decrease or remain low.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Reduce suspension rates for socioeconomically disadvantaged students by addressing barriers to engagement and access to supports. **Measurable Outcome:** Suspension rates for socioeconomically disadvantaged students will decrease or remain low.
METHODS OF MEASUREMENT	• Suspension data • Discipline incident records
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain zero or minimal expulsion rates through early intervention, individualized supports, and collaborative problem-solving.
ACTIONS TO ACHIEVE GOAL	• Utilize individualized behavior supports and intervention plans when concerns arise. • Engage families, counselors, and support staff in addressing significant behavioral challenges. • Ensure disciplinary decisions prioritize student safety, equity, and educational continuity.
MEASURABLE OUTCOME	Expulsion rates will remain at zero or minimal levels.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Prevent expulsions of students with disabilities through appropriate supports and legally compliant processes. **Measurable Outcome:** Expulsion rates for students with disabilities will remain at zero.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Prevent expulsions of Hispanic students by addressing underlying needs and barriers. **Measurable Outcome:** • Expulsion rates for Hispanic students will remain at zero.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Prevent expulsions of socioeconomically disadvantaged students by addressing underlying needs and barriers. **Measurable Outcome:** Expulsion rates for socioeconomically disadvantaged students will remain at zero.

METHODS OF MEASUREMENT	• Expulsion records • Discipline reports
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Foster a safe, inclusive, and connected school environment where students feel supported and engaged.
ACTIONS TO ACHIEVE GOAL	• Conduct surveys of students, parents, and staff regarding school safety, connectedness, and engagement. • Build strong relationships through advisory, homeroom, and Personalized Learning Teacher interactions. • Provide opportunities for student leadership, collaboration, and voice within the school community.
MEASURABLE OUTCOME	Survey results will indicate high or improving levels of perceived safety, belonging, and school connectedness.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase students with disabilities' sense of safety and belonging within the school community. **Measurable Outcome:** Survey results will show positive or improving responses from students with disabilities.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase Hispanic students' sense of safety, engagement, and school connectedness. **Measurable Outcome:** • Survey results will show positive or improving responses from Hispanic students.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase socioeconomically disadvantaged students' sense of safety, engagement, and school connectedness. **Measurable Outcome:** Survey results will show positive or improving responses from socioeconomically disadvantaged students.
METHODS OF MEASUREMENT	School climate surveys administered to students, parents, and staff
STATE PRIORITY #7— COURSE ACCESS	

THE EXTENT TO WHICH PUPILS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY, INCLUDING PROGRAMS AND SERVICES DEVELOPED AND PROVIDED TO UNDUPLICATED STUDENTS (CLASSIFIED AS EL, FRPM-ELIGIBLE, OR FOSTER YOUTH; E.C. §42238.02) AND STUDENTS WITH EXCEPTIONAL NEEDS. *"BROAD COURSE OF STUDY" INCLUDES THE FOLLOWING, AS APPLICABLE:* *GRADES 1-6: ENGLISH (INCLUDING INSTRUCTION IN CURSIVE OR JOINED ITALICS IN THE APPROPRIATE GRADE LEVELS), MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION, AND OTHER AS PRESCRIBED BY THE GOVERNING BOARD. (E.C. §51210)* *GRADES 7-12: ENGLISH, SOCIAL SCIENCES, WORLD LANGUAGE(S), PHYSICAL EDUCATION, SCIENCE, MATHEMATICS, VISUAL AND PERFORMING ARTS, APPLIED ARTS, AND CAREER TECHNICAL EDUCATION, AUTOMOBILE DRIVER EDUCATION, AND OTHER STUDIES THAT THE GOVERNING BOARD MAY PRESCRIBE. (E.C. §51220(A)-(K))*	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students have equitable access to a broad, standards-aligned course of study that includes core academic subjects, Career Technical Education pathways, college coursework, and enrichment opportunities, consistent with individualized learning plans.
ACTIONS TO ACHIEVE GOAL	• Offer a comprehensive high school course of study aligned to Education Code Section 51220, including English, mathematics, science, social sciences, world languages, visual and performing arts, physical education, applied arts, and Career Technical Education • Provide access to UC/CSU A–G–approved coursework for all students as the default high school program • Offer multiple Career Technical Education pathways with opportunities for advanced coursework, industry certification, and extended capstone and super-capstone experiences • Provide access to dual enrollment and early college coursework through community college and university partnerships • Utilize flexible instructional models, including hybrid and home study options, to remove barriers related to scheduling, geography, and student need • Ensure course access and scheduling decisions are guided by individualized graduation plans developed with a credentialed teacher
MEASURABLE OUTCOME	• All students are enrolled in a broad course of study aligned to state requirements and individualized graduation plans • Increased student participation in A–G coursework, CTE pathways, and college coursework • Equitable access to coursework across student groups
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Ensure students with disabilities have full and equitable access to the broad course of study, including A–G coursework, CTE pathways, and college coursework, with appropriate supports and accommodations.

	Measurable Outcomes: • Students with disabilities enroll in and complete courses aligned to graduation and postsecondary goals • Increased participation of students with disabilities in CTE pathways and college coursework, as appropriate
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students have equitable access to a broad course of study, including A–G coursework, Career Technical Education pathways, and college coursework, without structural barriers. **Measurable Outcomes:** • Increased enrollment and completion of A–G coursework among Hispanic students. • Increased participation in CTE pathways, early college, and dual enrollment opportunities.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Ensure socioeconomically disadvantaged students have equitable access to a broad course of study, including A–G coursework, Career Technical Education pathways, and college coursework, without financial or structural barriers. **Measurable Outcomes:** • Increased enrollment and completion of A–G coursework among socioeconomically disadvantaged students • Increased participation in CTE pathways, early college, and dual enrollment opportunities
METHODS OF MEASUREMENT	• Student course enrollment data • Graduation plans and transcript review • A–G completion rates • CTE pathway enrollment and completion data • Dual enrollment and early college participation records
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *PUPIL OUTCOMES, IF AVAILABLE, IN THE SUBJECT AREAS DESCRIBED ABOVE IN #7, AS APPLICABLE.*	

SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Ensure students demonstrate growth and proficiency across all subject areas through personalized learning, standards-aligned instruction, and meaningful application of knowledge and skills.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned instruction across all subject areas identified in Education Code Sections 51220 and 51225.3 • Utilize individualized learning plans to guide instruction, pacing, and assessment • Integrate project-based learning, applied learning, and interdisciplinary coursework • Offer multiple instructional modalities to support student engagement and mastery • Monitor student progress regularly and adjust instruction based on assessment data
MEASURABLE OUTCOME	• Students demonstrate measurable academic growth and achievement across subject areas • Increased course completion and credit attainment aligned to individualized learning plans
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Support students with disabilities in demonstrating academic growth and achievement across subject areas through appropriate accommodations, services, and individualized instruction. **Measurable Outcomes:** • Students with disabilities demonstrate progress toward individualized academic goals • Increased course completion and credit attainment aligned to IEP or 504 plans
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students demonstrate academic growth and achievement across subject areas through equitable access to instructional resources and supports. **Measurable Outcomes:** • Hispanic students will demonstrate progress toward academic goals across subject areas. • Increased course completion and credit attainment.
GOAL AND OUTCOMES FOR SUBGROUP:	**Goal:**

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Ensure socioeconomically disadvantaged students demonstrate academic growth and achievement across subject areas through equitable access to instructional resources and supports. **Measurable Outcomes:** • Students demonstrate progress toward academic goals across subject areas • Increased course completion and credit attainment
METHODS OF MEASUREMENT	• Course completion and credit attainment data • Transcript review • Teacher assessments and progress monitoring • Performance-based assessments and project evaluations • Student learning plan reviews
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level mathematics standards through personalized, standards-aligned instruction that supports conceptual understanding, problem solving, and real-world application.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned mathematics instruction through personalized learning plans using independent study, hybrid instruction, and teacher-guided coursework • Offer mathematics courses aligned to graduation and UC/CSU “a–g” requirements, as applicable • Use diagnostic, formative, and summative assessments to identify learning gaps and inform instructional adjustments • Provide targeted academic supports, including tutoring, small-group instruction, and intervention courses, as needed • Integrate applied mathematics through Career Technical Education, project-based learning, and real-world problem solving where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in mathematics as evidenced by coursework completion, assessment results, and increased proficiency over time.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized mathematics goals aligned with grade-level standards and their Individualized Education Programs.

	Measurable Outcomes: • Increased completion of assigned mathematics coursework • Demonstrated progress toward IEP mathematics goals • Improved performance on curriculum-based assessments and local measures
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level mathematics standards through equitable access to instruction, academic supports, and intervention services. **Measurable Outcomes:** • Increased mathematics course completion rates. • Demonstrated improvement on local assessments and coursework performance. • Reduced achievement gaps over time as measured by progress monitoring data
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level mathematics standards through equitable access to instruction, academic supports, and intervention services. **Measurable Outcomes:** • Increased mathematics course completion rates • Demonstrated improvement on local assessments and coursework performance • Reduced achievement gaps over time as measured by progress monitoring data
METHODS OF MEASUREMENT	• Performance on local assessments and curriculum-based measures • Course completion and successful earning of mathematics credits • Progress monitoring data documented by the Personalized Learning Teacher

	• Results from state assessments, including CAASPP mathematics assessments, when applicable
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level social science standards through personalized, standards-aligned instruction that emphasizes critical thinking, historical analysis, civic understanding, and application of knowledge to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned social science instruction through personalized learning plans using independent study and hybrid instructional models • Offer social science coursework aligned to graduation and UC/CSU "a–g" requirements, as applicable • Integrate inquiry-based learning, research projects, and analysis of primary and secondary sources • Use formative and summative assessments to monitor student progress and inform instructional adjustments • Connect social science learning to Career Technical Education, civic engagement, and community-based learning opportunities where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in social science through successful course completion, quality of student work, and documented growth over time.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized social science goals aligned with grade-level standards and their Individualized Education Programs. **Measurable Outcomes:** • Successful completion of assigned social science coursework with appropriate accommodations • Demonstrated progress toward IEP-aligned academic goals • Improved performance on curriculum-based assessments and learning tasks
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level social science standards through equitable access to instruction, academic supports, and learning resources.

	Measurable Outcomes: • Increased completion of social science coursework. • Demonstrated improvement in written work, assessments, and project-based learning. • Reduced achievement gaps over time as evidenced by progress monitoring data.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level social science standards through equitable access to instruction, academic supports, and learning resources. **Measurable Outcomes:** • Increased completion of social science coursework • Demonstrated improvement in written work, assessments, and project-based learning • Reduced achievement gaps over time as evidenced by progress monitoring data
METHODS OF MEASUREMENT	• Course completion and earning of social science credits • Evaluation of student work products, including essays, projects, and assessments • Progress monitoring data documented by the Personalized Learning Teacher • Results from state and local assessments, when applicable
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level science standards through personalized, standards-aligned instruction that emphasizes scientific inquiry, problem solving, and application of scientific concepts to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned science instruction through personalized learning plans using independent study and hybrid instructional models • Offer science coursework aligned to graduation requirements and UC/CSU “a–g” expectations, as applicable • Incorporate inquiry-based learning, labs, projects, simulations, and applied investigations

	• Use formative and summative assessments to monitor student understanding and guide instructional adjustments • Integrate science learning with Career Technical Education pathways, technology, and community-based learning opportunities where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in science through successful course completion, quality of student work, and documented growth over time
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized science goals aligned with grade-level standards and their Individualized Education Programs. **Measurable Outcomes:** • Successful completion of assigned science coursework with appropriate accommodations • Demonstrated progress toward IEP-aligned academic goals • Improved performance on curriculum-based assessments, labs, and applied learning tasks
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level science standards through equitable access to instruction, instructional materials, and academic supports. **Measurable Outcomes:** • Increased completion of science coursework. • Demonstrated improvement in assessments, labs, and project-based learning. • Reduced achievement gaps over time as evidenced by progress monitoring data.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level science standards through equitable access to instruction, instructional materials, and academic supports. **Measurable Outcomes:**

	• Increased completion of science coursework • Demonstrated improvement in assessments, labs, and project-based learning • Reduced achievement gaps over time as evidenced by progress monitoring data
METHODS OF MEASUREMENT	• Course completion and earning of science credits • Evaluation of student work products, including labs, projects, and assessments • Progress monitoring data documented by the Personalized Learning Teacher • Results from state and local assessments, when applicable
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression in visual and performing arts through participation in standards-aligned coursework that fosters creativity, artistic expression, collaboration, and application of artistic skills.
ACTIONS TO ACHIEVE GOAL	• Provide access to visual and performing arts coursework aligned with California Visual and Performing Arts Standards • Offer flexible opportunities for students to engage in visual arts, music, theater, media arts, and applied creative projects • Integrate arts instruction through independent study, hybrid classes, community-based learning, and enrichment opportunities • Support student participation in performance-based, project-based, and portfolio-based learning experiences • Monitor student progress through regular evaluation of artistic work and reflective learning processes
MEASURABLE OUTCOME	Students will demonstrate growth in artistic skills and creative expression through successful course completion, performance participation, and quality of artistic work products.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress in visual and performing arts through access to appropriate accommodations and individualized supports aligned with their learning needs. **Measurable Outcomes:**

	• Completion of assigned visual and performing arts coursework • Demonstrated improvement in artistic skills through projects, performances, or portfolios • Increased engagement and participation in creative learning experiences
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained participation and progress in visual and performing arts through equitable access to coursework, materials, and creative opportunities. **Measurable Outcomes:** • Increased participation in visual and performing arts courses or projects. • Successful completion of VAPA coursework. • Demonstrated artistic growth through evaluated work products.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained participation and progress in visual and performing arts through equitable access to coursework, materials, and creative opportunities. **Measurable Outcomes:** • Increased participation in visual and performing arts courses or projects • Successful completion of VAPA coursework • Demonstrated artistic growth through evaluated work products
METHODS OF MEASUREMENT	• Course completion and earning of visual and performing arts credits • Evaluation of student work products, performances, and portfolios • Progress monitoring documented by the Personalized Learning Teacher • Instructor feedback and rubric-based assessments
SUBPRIORITY F – PHYSICAL EDUCATION	

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progress toward physical fitness, movement competence, and healthy lifestyle behaviors through participation in standards-aligned physical education coursework.
ACTIONS TO ACHIEVE GOAL	• Provide access to Physical Education coursework aligned with California Physical Education Standards • Offer flexible Physical Education options that may include independent study, hybrid instruction, fitness labs, and community-based physical activity • Support student engagement in fitness planning, goal setting, and self-monitoring of physical activity • Integrate health-related fitness concepts, movement skills, and personal responsibility into Physical Education instruction • Monitor student participation and progress through regular documentation and assessment
MEASURABLE OUTCOME	Students will demonstrate growth in physical fitness knowledge, movement skills, and personal responsibility through successful completion of Physical Education coursework and documented participation in physical activity.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress in Physical Education through access to appropriate accommodations, modified activities, and individualized supports. **Measurable Outcomes:** • Completion of Physical Education coursework aligned with individual abilities • Demonstrated improvement in fitness, movement skills, or personal wellness goals • Increased participation and engagement in physical activity
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate consistent participation and progress in Physical Education through equitable access to coursework and physical activity opportunities. **Measurable Outcomes:** • Successful completion of Physical Education coursework.

	• Documented participation in physical activity aligned with course expectations. • Demonstrated improvement in fitness knowledge and personal wellness practices.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate consistent participation and progress in Physical Education through equitable access to coursework and physical activity opportunities. **Measurable Outcomes:** • Successful completion of Physical Education coursework • Documented participation in physical activity aligned with course expectations • Demonstrated improvement in fitness knowledge and personal wellness practices
METHODS OF MEASUREMENT	• Course completion and earning of Physical Education credits • Student fitness plans, activity logs, and reflective assignments • Progress monitoring documented by the Personalized Learning Teacher • Instructor evaluation of participation and performance
SUBPRIORITY G – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students have access to World Language learning opportunities and demonstrate progress toward language proficiency and cultural understanding through standards-aligned instruction within a personalized learning model.
ACTIONS TO ACHIEVE GOAL	• Offer World Language coursework and/or approved World Language learning options that align to California World Language Standards. • Provide individualized course planning so students can access World Language study aligned with graduation and postsecondary goals (including multi-year sequences when available). • Provide instructional support (teacher check-ins, tutoring/office hours, and learning resources) to help students persist and succeed in World Language coursework. • Ensure appropriate accommodations and supports are provided for students with disabilities and equitable access supports are provided for socioeconomically disadvantaged students.

MEASURABLE OUTCOME	• Students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Ensure students with disabilities have equitable access to World Language coursework and demonstrate progress toward proficiency with appropriate accommodations and supports. **Measurable Outcomes:** Students with disabilities will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation, with accommodations documented and implemented as required by IEPs and/or Section 504 Plans.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students have equitable access to World Language coursework and demonstrate progress toward proficiency through standards-aligned instruction and individualized academic planning. **Measurable Outcomes:** • Hispanic students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Ensure socioeconomically disadvantaged students have equitable access to World Language coursework and demonstrate progress toward proficiency through standards-aligned instruction and individualized academic planning. **Measurable Outcomes:** Socioeconomically disadvantaged students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
METHODS OF MEASUREMENT	• Course completion and pass rates in World Language coursework (credits earned) • Student grades and completion of assigned assessments/work products aligned to course outcomes • Teacher evaluation of progress toward course standards and proficiency growth (as documented in student learning records)
SUBPRIORITY H – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Provide all students with access to applied arts courses that support practical skill development, college and career readiness, and the application of academic knowledge to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Offer applied arts courses aligned to student interests and postsecondary goals, including but not limited to personal finance, college and career readiness, technology literacy, study skills,

	leadership development, and design-based or project-based learning experiences. • Integrate applied arts coursework within students' Personalized Learning Plans to support independent learning, goal setting, and self-management skills. • Provide access to applied arts instruction through independent study, small group instruction, workshops, and integrated interdisciplinary projects. • Ensure applied arts courses are accessible to all students, including students with disabilities and socioeconomically disadvantaged students.
MEASURABLE OUTCOME	Students will demonstrate successful completion of applied arts coursework and show growth in practical skills, self-management, and college and career readiness competencies.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to applied arts coursework that supports skill development, independence, and postsecondary readiness. **Measurable Outcomes:** Increased course completion rates and demonstrated progress toward individualized learning goals related to applied arts competencies.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to applied arts coursework that builds practical skills and supports college and career pathways. **Measurable Outcomes:** • Increased participation and completion of applied arts courses. • Demonstrated growth in college and career readiness skills.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to applied arts coursework that builds practical skills and supports college and career pathways. **Measurable Outcomes:** Increased participation and completion of applied arts courses and demonstrated growth in college and career readiness skills.
METHODS OF MEASUREMENT	• Course enrollment and completion data • Student work samples and project-based assessments • Personalized Learning Plan progress reviews • Teacher evaluations and progress monitoring • Student self-reflection and goal attainment documentation

SUBPRIORITY I – CTE	
GOAL TO ACHIEVE SUBPRIORITY	Provide students with access to high-quality Career Technical Education pathways that integrate academic learning with technical skills, industry standards, and real-world applications, preparing students for postsecondary education, industry certification, and career readiness.
ACTIONS TO ACHIEVE GOAL	• Offer sequenced CTE pathways aligned to California Career Technical Education Model Curriculum Standards and regional workforce needs. • Provide opportunities for students to complete multi-year CTE pathways, including advanced Year 3 and Year 4 coursework emphasizing applied learning and real-world projects ("supercapstone" experiences). • Integrate CTE coursework with A–G aligned academic instruction, independent study, and personalized learning plans. • Partner with industry professionals, postsecondary institutions, and regional organizations to support authentic learning experiences, certifications, and dual enrollment opportunities. • Ensure equitable access to CTE pathways for all students, including students with disabilities and socioeconomically disadvantaged students.
MEASURABLE OUTCOME	Students will successfully complete CTE coursework and pathways, demonstrate technical skill development, and show progress toward industry certification, postsecondary enrollment, or career readiness indicators.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to CTE pathways that support skill development, career exploration, and postsecondary readiness. **Measurable Outcomes:** Increased enrollment and completion of CTE coursework and demonstrated progress toward individualized career and transition goals.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to CTE pathways that provide relevant skills, certifications, and career-connected learning opportunities. **Measurable Outcomes:** • Increased participation and completion of CTE pathways. • Demonstrated readiness for postsecondary education, training, or employment.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to CTE pathways that provide relevant skills, certifications, and career-connected learning opportunities. **Measurable Outcomes:** Increased participation and completion of CTE pathways and demonstrated readiness for postsecondary education, training, or employment.
METHODS OF MEASUREMENT	• CTE course enrollment and completion data • Pathway completion and capstone/supercapstone project evaluations • Industry certification attainment • Dual enrollment participation and completion • Teacher evaluations and performance-based assessments • Student postsecondary and career readiness indicators

Accountability

State standardized assessments, including the California Assessment of Student Performance and Progress assessment system (including the California Science Test and the California Alternate Assessment), the English Language Proficiency Assessments for California, and the Physical Fitness Test ("PFT"), will serve as baseline performance data for CORE Yuba Charter. In addition, locally adopted benchmark assessments, including STAR Renaissance for English Language Arts and Mathematics, will be used to monitor student progress throughout the school year.

Individual student goals will be established annually based on assessment data, curriculum-based measures, and individualized learning plans. For students performing below grade level, goals will focus on demonstrating meaningful academic progress toward grade-level State Standards. For students performing at or above grade level, goals will focus on continued academic growth, increased rigor, and expanded application of skills. These expectations apply to all students, including academically high-achieving students, academically low-achieving students, students with disabilities, and English Learners.

Student progress toward academic goals will be reviewed regularly through ongoing communication among teachers, administrators, students, and families. Teachers will use formative and summative assessment data to inform instructional decisions, adjust learning plans, and provide targeted support as needed. Parents and students will be actively involved in reviewing progress, selecting curriculum options, and refining instructional strategies through regular meetings with the Personalized Learning Teacher.

For students with disabilities, accountability for academic progress and services will be guided by Individualized Education Program team meetings, which establish measurable annual goals, monitor progress, and ensure services are implemented in accordance with state and federal law. Progress toward IEP goals will be reviewed at regular intervals and reported to parents consistent with reporting timelines for all students.

To prepare students for state standardized assessments, CORE Yuba Charter will integrate critical thinking strategies and standards-based instruction throughout the year. Students will have access to practice performance tasks, interim assessments as appropriate, and instructional support designed to build familiarity with assessment formats. Keyboarding skills and digital literacy will be emphasized to support student success on computer-based assessments.

Curriculum aligned to State Standards will be provided for all students, along with remediation and enrichment strategies based on assessment results. Teachers will provide targeted instructional supports for standards not yet attained and opportunities for extension and application when mastery or progression has been demonstrated.

CORE Yuba Charter will continuously evaluate the effectiveness of its educational program through staff collaboration, review of student performance data, and analysis of schoolwide trends. Ongoing research into best practices will inform instructional decisions. Teachers and staff will participate in professional development opportunities to remain current in instructional strategies, assessment practices, and data-informed decision-making.

The measurable student outcomes, actions, and methods of measurement described in this charter and aligned with the State Priorities will be incorporated into the Charter School's LCAP following school opening, in accordance with Education Code Section 47606.5 and applicable regulations. The LCAP will be updated annually and submitted to the County Superintendent of Schools as required by law.

Methods of Assessment

Student achievement and progress at CORE Yuba Charter will be assessed using multiple measures designed to both improve learning and provide clear accountability. Assessment practices will be aligned with the Charter School's personalized, flex-based instructional model and will measure student growth, proficiency, and readiness for postsecondary pathways.

Assessment methods will be formative, summative, standardized, performance-based, and narrative in nature. This comprehensive approach allows the Charter School to benchmark individual students against their own growth over time, evaluate groups of students, and monitor overall program effectiveness year to year.

Student attainment of the measurable outcomes aligned with the State Priorities will be assessed using the following measures:

Statewide Assessments

Students will participate in all state-mandated assessments, including:

- CAASPP, including the Smarter Balanced Assessments and the California Science Test
- California Alternate Assessments, as applicable
- ELPAC
- PFT, as required by grade level

Local Benchmark Assessments

The Charter School will use STAR Renaissance as a local benchmark assessment tool in English Language Arts and Mathematics. STAR assessments will be administered at multiple points during the school year to measure academic growth, inform instructional planning, and support individualized goal setting.

Individual Student Goal Setting and Progress Monitoring

Measurable student outcome goals will be established for each student upon enrollment and reviewed regularly by the Personalized Learning Teacher in collaboration with the student and family. Goals will be based on prior assessment data, benchmark assessments, coursework performance, and individualized learning plans. Progress toward these goals will be monitored and documented throughout the year.

Coursework, Projects, and Performance Tasks

Students will demonstrate learning through a variety of performance-based measures, including:

- projects and presentations
- research papers and written assignments
- science labs and applied learning tasks
- portfolios that reflect growth and mastery over time

Rubrics aligned to State Standards will be used to evaluate student work and provide consistent feedback.

Teacher Verification and Observation

Credentialed teachers will evaluate student work products and verify academic progress using consistent scoring criteria. Teacher observations, narrative feedback, and documentation of work habits and engagement will support academic evaluation across learning environments.

Reading and Math Intervention Assessments

When students demonstrate difficulty in reading or mathematics, additional diagnostic assessments may be administered to identify learning gaps. Intervention strategies will be implemented and progress reassessed periodically to determine effectiveness and next steps.

Special Education and Section 504 Assessments

For students with disabilities, progress will be measured in accordance with Individualized Education Programs or Section 504 Plans. Assessment data, progress reports, and goal monitoring will align with legally required timelines and procedures.

Social-Emotional and Engagement Indicators

Student engagement, self-management, and social-emotional growth will be monitored through teacher observations, student reflections, and ongoing collaboration with families. These indicators support the Charter School's emphasis on student agency, responsibility, and growth mindset.

Assessment results will be reviewed regularly by instructional staff to inform curriculum adjustments, instructional strategies, and program improvements. The Charter School will use assessment data to monitor progress toward State Priorities and to support continuous improvement once incorporated into the Local Control and Accountability Plan following school opening.

Use and Data Reporting

CORE Yuba Charter administration will use assessment data to inform continuous improvement of the educational program. Assessment results will be reviewed regularly at the student, teacher, program, and schoolwide levels to evaluate instructional effectiveness, curriculum alignment, and student progress toward academic and postsecondary goals.

Assessment data will be analyzed by content area, grade level, course, and student subgroup, as applicable, to identify trends, strengths, and areas for improvement. When data indicate that students are not demonstrating expected progress or proficiency in a particular subject area or course sequence, instructional practices and curriculum will be reviewed and adjusted as needed. Programmatic responses may include revising curriculum materials, modifying instructional strategies, expanding tutoring or intervention supports, offering additional in-person or virtual instructional opportunities, and incorporating supplemental or alternative coursework.

Results from statewide assessments, including CAASPP, will be reviewed and disaggregated by student and teacher assignment. Personalized Learning Teachers will receive assessment results for students on their caseload and will use this information to guide instructional planning and individualized support. For students who demonstrate academic need, targeted supports may be implemented through individualized learning plans, tutoring, supplemental coursework, or other appropriate interventions. Administrative staff will monitor the implementation and effectiveness of these supports through regular review and collaboration with instructional staff.

Students and parents/guardians will be provided access to assessment results and will receive guidance on how results inform instructional planning, graduation progress, and postsecondary readiness. Assessment data will be discussed during regular student–teacher–family meetings to support transparency, shared accountability, and goal setting.

In addition to statewide assessments, local benchmark assessments and embedded performance measures will be used to inform instruction on an ongoing basis. Teachers will use formative and summative assessment data to monitor student progress, identify learning gaps, adjust instruction, and support continuous growth within the personalized learning framework.

Assessment data will also be used at the schoolwide level to support program evaluation, inform professional development priorities, and guide instructional decision-making aligned with the State Priorities and the Charter School’s educational goals.

ELEMENT 4
LOCATION

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).

Governing Law: The facilities to be utilized by the charter school. Education Code Section 47605.6(h).

CORE Yuba Charter intends to procure and operate facilities within Yuba County to support its personalized, flex-based high school educational program. Facilities may be owned, leased, or otherwise legally secured by the Charter School and may include renovated existing structures, purpose-built educational facilities, or space leased from public or private entities.

The Charter School anticipates operating its primary administrative and instructional site in Marysville, California, consistent with CORE Charter School's existing presence and infrastructure. In addition, the Charter School intends to establish instructional support sites and learning spaces in locations throughout Yuba County based on student enrollment patterns, access considerations, programmatic needs, and community partnerships. This may include instructional or support locations situated near or on Beale Air Force Base to serve students and families connected to the military community.

Facilities utilized by the Charter School will be selected to support the instructional needs of a personalized learning and independent study–based program and may include classrooms for teacher-led instruction, small group learning spaces, science and technology labs, Career Technical Education instructional areas, study and collaboration spaces, meeting rooms for student support services, and administrative offices. Facilities will be designed or adapted to support flexible scheduling, individualized instruction, student collaboration, and access to teachers during instructional and support hours.

Consistent with a countywide charter model, the Charter School may establish, modify, relocate, or consolidate instructional support locations within Yuba County as needed to respond to student needs, enrollment shifts, transportation considerations, and programmatic opportunities, including partnerships with institutions of higher education, industry, and community organizations. The use of multiple instructional support locations is intended to improve access and reduce barriers for students residing in different areas of the county.

All facilities utilized by the Charter School will comply with applicable health, safety, accessibility, and building code requirements, including those related to the ADA, and will be suitable for the instructional activities conducted at each site.

Each school district in which the Charter School may locate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school, consistent with statutory requirements. Copies of these notifications are included in Appendix Q. Districts notified include Marysville Joint Unified School District, Wheatland Union High School District, and Wheatland School District.

ELEMENT 5
GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

Legal Status

CORE Yuba Charter will be operated by CORE Charter Schools, a California nonprofit public benefit corporation organized under the laws of the State of California and recognized as tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

The Charter School will operate autonomously from the County, except for oversight and monitoring responsibilities required by law and any services provided pursuant to mutually agreed-upon contracts. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts or obligations of the Charter School or for claims arising from acts, errors, or omissions by the Charter School, provided the County has complied with its statutory oversight responsibilities.

CORE Charter Schools shall be responsible for all liabilities, debts, and financial obligations of the Charter School and shall indemnify, defend, and hold harmless the County from claims arising from the operation of the Charter School. The Charter School shall maintain insurance coverage customary for public schools and nonprofit organizations of similar size and scope, including general liability, property, workers' compensation, and other required coverages.

CORE Charter Schools shall act as the Charter School's fiscal agent to the fullest extent permitted by law. CORE Yuba Charter shall comply with all applicable federal and state laws governing charter schools.

The Charter School will implement and maintain Board-adopted fiscal policies and internal controls designed to ensure sound financial management and prevent fraud or misuse of public funds. These controls include segregation of duties, established purchasing and expenditure approval processes, regular financial reporting to the Board of Directors, and annual independent financial and attendance audits. The Board will review financial reports and audit findings at public meetings and ensure that any required corrective actions are implemented and monitored, with audit reports provided to the Yuba County Office of Education in accordance with applicable law.

Copies of the Articles of Incorporation and Bylaws of CORE Charter Schools are included as Appendix I and Appendix K.

Conflict of Interest

CORE Charter Schools has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act, Section 1090, applicable provisions of the Corporations Code, and charter school specific conflict of interest requirements. This Conflict of Interest Code governs members of the Board of Directors, and designated officers, employees, and consultants of CORE Charter Schools as they relate to the operation of CORE Yuba Charter.

As required by law, the Conflict of Interest Code has been submitted to the appropriate reviewing authority for approval and shall be updated as necessary to reflect changes in law or organizational structure.

Governance

CORE Yuba Charter will operate under a two-tier governance structure designed to promote transparency, accountability, and meaningful stakeholder participation, particularly by parents and families.

Governance is carried out through:

1. The Board of Directors of CORE Charter Schools (governing body), and
2. A Charter Advisory Council (advisory body).

All governance bodies shall comply with the Brown Act, Public Records Act, and Education Code Section 47604.1(c).

Board of Directors

CORE Charter Schools shall be governed by a Board of Directors ("Board") in accordance with its adopted Bylaws.

- The Board shall consist of no fewer than five (5) and no more than seven (7) members.
- Membership shall include community members and parents/guardians of students enrolled in the Charter School.
- All positions shall be filled by residents of the Charter School's authorized geographic enrollment boundary (Yuba County and adjacent counties), as described in this petition.
- Directors, other than any County-appointed representative, shall be selected by the existing Board in accordance with the Bylaws.

The County Board of Education may designate one representative to the CORE Charter Schools Board, consistent with applicable law.

Upon receipt of a valid student petition meeting the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Responsibilities

The major roles and responsibilities of the Board of Directors shall include, but not be limited to, establishing and approving major educational and operational policies; approving the Charter School's annual budget and providing fiscal oversight; approving major contracts; ensuring compliance with applicable federal, state, and local laws; monitoring progress toward student outcomes and organizational goals; and selecting, supporting, and evaluating the Superintendent.

The Board of Directors shall delegate day-to-day administration and operation of the Charter School to the Superintendent, while retaining ultimate responsibility for governance, oversight, and accountability in accordance with the Charter Schools Act and the Charter School's bylaws.

The Charter School Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), public education school finance laws (AB 640), conflicts of interest and the Brown Act.

Meetings

All meetings of the Board of Directors shall comply with the Brown Act and Education Code Section 47604.1(c). The Board shall meet at least four (4) times per fiscal year, with meetings scheduled on or before September 15, December 15, March 15, and June 30. Meetings shall be held at a location within Yuba County unless otherwise permitted by law.

Agendas shall be posted at least seventy-two (72) hours in advance of regular meetings and twenty-four (24) hours in advance of special meetings, consistent with the Brown Act. Minutes of meetings shall be recorded and retained in the Charter School's records. Agendas and minutes shall be made available for public inspection and County review upon request.

Charter Advisory Council

CORE Yuba Charter shall maintain a Charter Advisory Council ("Council") to provide advisory input to the Board of Directors and Charter School leadership. The Council is intended to promote stakeholder participation and support collaboration among parents, students, staff, and the Charter School administration.

The Council shall be composed of representatives from key stakeholder groups, including parents or guardians of enrolled students, students, certificated and noncertificated staff, and Charter School leadership. The Superintendent or designee shall serve as a permanent member of the Council and act as chair.

The Council shall serve in an advisory capacity only and may make recommendations to the Board of Directors regarding matters including, but not limited to:

- Educational programs and instructional strategies
- Student support services
- School policies and operational practices
- Family and community engagement

Final decision-making authority shall remain with the Board of Directors.

Council members shall be selected in accordance with procedures established by the Charter School. Meetings of the Council shall be held as needed to support effective communication and stakeholder input.

Parent and Family Engagement

The Charter School will actively promote meaningful parent and family engagement as a core component of its personalized learning and independent study program. Because families play an important role in supporting student success, the Charter School will establish clear communication systems, provide accessible opportunities for input, and create multiple pathways for families to participate in the school community and decision-making processes.

1. Communication and Relationship-Building

The Charter School will maintain an "open door" approach that encourages ongoing communication among families, students, and staff. Families will receive timely information regarding academic expectations, student progress, school policies, and available supports. Communication methods may include in-person meetings, phone/video conferences, email, messaging platforms, newsletters, and the school website.

To the extent practicable, the Charter School will communicate in the parent/guardian's preferred language and will arrange interpretation or translation when necessary to support meaningful access and participation.

2. Participation in Student Planning and Academic Progress

Families will be engaged directly in each student's individualized learning program. Parents/guardians and students will participate in regular meetings with the student's credentialed teacher (Personalized Learning Teacher) to review progress, address challenges, refine learning plans, and coordinate supports. This engagement will support student goal-setting, accountability, and success in both the Home Study and Hybrid programs.

3. Opportunities for Input and Shared Decision-Making

The Charter School will seek parent and family input in schoolwide planning and continuous improvement through multiple methods, which may include surveys, advisory groups, public meetings, family forums, and feedback opportunities connected to school goals and accountability planning. The Charter School will also provide parents/guardians opportunities to participate in committees or advisory bodies, such as the Charter Advisory Council, as applicable. During enrollment meetings, academic planning meetings, parent-teacher conferences, and/or informational sessions, parents and guardians will be informed that parental involvement is not a requirement for acceptance to or continuation of enrollment at the Charter School.

4. Building Community and Leadership Opportunities

The Charter School will encourage family engagement through community-building activities and volunteer opportunities that support a positive school culture. Depending on program needs and family interest, opportunities may include school events, workshops, student exhibitions, clubs, college/career events, and family education sessions related to independent study success, graduation planning, college readiness, and career pathways.

5. Engagement for Unduplicated Pupils and Students with Exceptional Needs

The Charter School will promote inclusive engagement practices for families of unduplicated pupils (including students who are socioeconomically disadvantaged, English Learners, and foster youth) and students with disabilities. The Charter School will provide targeted outreach and accessible opportunities for participation, including individualized meetings, coordination with support staff, and input opportunities related to services and program effectiveness.

ELEMENT 6
QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

School Leadership

The Charter School shall be administered by a Superintendent, who shall provide instructional leadership, operational oversight, and strategic direction consistent with the Charter School's mission, educational program, and accountability obligations.

Qualifications: The Superintendent shall possess demonstrated leadership experience in public education, including experience in supervising staff, implementing instructional programs, overseeing fiscal and operational systems, and working collaboratively with families and community partners. The Superintendent shall meet all legal requirements applicable to charter school administrators and shall hold an appropriate California Administrative Services Credential or equivalent authorization as required by law.

The Charter School may also employ one or more School Directors, Principals, Assistant Principals, or other site-based administrators to support school operations, instructional leadership, student services, and program implementation. Administrators serving in positions requiring supervision of instructional staff or site leadership responsibilities shall hold an Administrative Services Credential or other valid administrative authorization required by California law for the assignment.[1] Such administrators shall also possess relevant experience in instructional leadership, school operations, staff supervision, student support services, and implementation of a personalized, flex-based instructional program. In the absence of the Superintendent, a designated administrator may assume assigned administrative responsibilities as authorized by the Charter School.

Certificated Instructional Staff

The Charter School shall recruit and employ teachers who hold the CTC certificate, permit, or other document required for their certificated assignment.

Teachers serving English Learners shall possess the appropriate authorization required by law to provide English language development and access to core academic instruction. Teachers providing instruction or services to students with disabilities shall hold the appropriate credentials, authorizations, or licenses as required by law and SELPA policies.

All certificated staff shall demonstrate subject matter competence, instructional effectiveness, and the ability to support students in a personalized learning and independent study environment.

[1] The Charter School reserves the right to modify the specified qualifications for a particular role (including credential requirements) to align with applicable law.

In CORE Yuba Charter's instructional model, certificated teachers may serve as Personalized Learning Teachers ("PLTs"). In addition to holding the credentials and authorizations required for their assignments, PLTs are expected to demonstrate the professional skills necessary to support a personalized, flex-based program, including the ability to design, implement, and monitor individualized learning plans; collaborate effectively with students, families, and colleagues; utilize technology and digital tools to support instruction and assessment; adapt curriculum and pacing to meet diverse student needs; and support student goal-setting, reflection, and accountability.

Noncertificated and Support Staff

The Charter School may employ noncertificated, paraprofessional, technical, instructional support, and administrative staff to support the educational program and school operations. All staff shall possess the qualifications, skills, experience, and training necessary to fulfill the responsibilities outlined in their job descriptions and applicable law.

Job descriptions, qualifications, and employment records shall be maintained by the Charter School and shall be subject to review by the County as required for oversight purposes.

Hiring Authority and Employment Practices

The Board of Directors shall approve positions and job classifications. The Superintendent (or designee) shall be responsible for the recruitment, selection, hiring, supervision, and evaluation of all school personnel.

The Charter School may employ temporary, short-term, part-time, or contracted personnel as necessary to support instructional, operational, or programmatic needs. The Superintendent shall determine appropriate qualifications and experience for such personnel in accordance with applicable law.

ELEMENT 7
HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605.6(b)(5)(G).

In order to provide a safe and secure learning environment for all students and staff, the Charter School shall adopt, implement, and maintain comprehensive health, safety, and risk management policies consistent with applicable federal, state, and local laws. These policies and procedures shall be incorporated into the Charter School's student and staff handbooks, reviewed on an ongoing basis, and updated as required by law. Staff shall receive annual training on applicable health and safety procedures.

Prior to opening, the Charter School will adopt or update all required health and safety policies, procedures, handbooks, and safety plans and provide them to the County as required by law or upon request.

The following is a summary of the Charter School's health and safety policies and procedures.

Procedures for Background Checks

All employees and contractors of the Charter School shall be required to submit to criminal background checks and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment shall submit fingerprints to the California Department of Justice for the purpose of obtaining criminal history information.

The Charter School shall not employ any individual in a certificated or classified position who has been convicted of a violent or serious felony, except as otherwise permitted by law, pursuant to Education Code Sections 44830.1 and 45122.1. Compliance with fingerprinting and background clearance requirements shall be monitored by the Superintendent or designee. Volunteers who are not under the direct supervision of a credentialed employee shall also be fingerprinted and cleared prior to service.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

CORE Yuba Charter shall require enrolled students who receive classroom-based instruction to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120365, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email

address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders. It shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at each schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and in the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite.

The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students. The Charter School shall also digitize the poster and distribute it online to students through internet websites, student portals, learning platforms, or other electronic means at the beginning of each school year.

These requirements shall be incorporated, as appropriate, into student and staff handbooks and shall be reviewed on an ongoing basis

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. procedures for conducting tactical responses to criminal incidents
j. the rules and procedures on school discipline
k. procedures to prepare for active shooters or other armed assailants
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school
m. procedures to respond to incidents involving and individual experiencing a sudden cardiac episode or similar emergency while on campus
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable federal and state laws and regulations related to health and safety policies and procedures for athletic programs at charter schools, including, but not limited to, providing information to student athletes and their parents/guardians regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients, as required by law.

If the Charter School offers or participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting and implementing a written emergency action plan addressing sudden cardiac arrest and other medical emergencies related to athletic activities, and acquiring and maintaining at least one automated external defibrillator (AED). The emergency action plan shall identify the location of emergency medical equipment and describe the procedures to be followed in the event of sudden cardiac arrest or other medical emergencies, including concussion and heat illness, as well as the manner and frequency with which such procedures will be rehearsed.

Consistent with applicable law, coaches and other certificated employees involved in athletic programs shall receive required training, including training on the recognition of the signs and symptoms of and appropriate responses to concussions, heat illness, and sudden cardiac arrest.

If the Charter School participates in the California Interscholastic Federation ("CIF"), the Charter School shall, on or before April 1, 2025, post on its website a standardized incident form

developed by the California Department of Education to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school athletic contests or events, and shall include instructions for submitting a completed incident form, consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 8
STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).

Any pupil, regardless of ethnicity, national origin, gender, disability, or socio-economic profile is equally welcome and eligible for admission. The Charter School intends to enroll a balance of racial and ethnic pupils, pupils with disabilities, and English learner pupils (including redesignated fluent English proficient pupils) that is reflective of the diversity of the general population residing within the County. The Charter School will employ student recruitment and outreach activities designed to promote equitable access to information about enrollment and program opportunities and to reduce barriers for families across the County, including families in rural and geographically isolated communities.

Recruitment and Outreach Plan

To support a student population that is reflective of the general population residing within Yuba County, the Charter School will implement inclusive recruitment and outreach practices intended to inform families throughout the County—including rural, unincorporated, and geographically isolated areas—about enrollment opportunities and program options. Recruitment and outreach efforts will be directed broadly to students and families throughout Yuba County and will include strategies intended to reach student groups identified in applicable law, including racial and ethnic groups, English Learners, and students with disabilities, as well as other students who may benefit from the Charter School's flexible and personalized high school program.

Outreach and communications may include, as appropriate:

- Publicly accessible communications through the Charter School's website, social media, electronic communications, advertising, and other broadly available informational materials.
- Information opportunities and orientations (in-person and/or virtual, as feasible) to allow families and members of the public to learn about enrollment, the personalized learning model, program expectations, available pathways, and student supports.
- Language access supports, including translation of key enrollment materials when appropriate and interpretation upon request, to reduce barriers for families whose primary language is not English.
- Clear communication of services and supports, including special education, Section 504, English Learner services, counseling, academic intervention, college and career planning, and the processes for identification, evaluation, and support.
- Outreach efforts designed to reduce barriers for students and families in rural communities, geographically isolated areas, and other populations that may have more limited access to educational options.

- Use of credentialed staff, counselors, support personnel, and other school representatives, as appropriate, to communicate with prospective students and families, explain program options, and support enrollment and transition into the Charter School.
- Collaboration, as appropriate, with community-based organizations, educational partners, and public agencies that serve families throughout the County to increase awareness of enrollment opportunities.

The Charter School's outreach practices are intended to promote awareness, access, and meaningful participation among all student groups and communities within the County while maintaining compliance with applicable admission, enrollment, and non-discrimination requirements. The Charter School will periodically review available enrollment, demographic, and program participation data to evaluate outreach effectiveness and refine recruitment strategies as needed to support balanced enrollment reflective of the County population.

ELEMENT 9
ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of CORE shall be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The CORE Charter Schools Board oversees the preparation and completion of an annual audit of the Charter School's financial affairs. Such an audit, at a minimum, verifies the accuracy of the Charter School's financial statements, revenue-related data collection and reporting practices, and examines CORE's internal controls. The books and records of CORE shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures. 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 Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The annual audit is completed and a copy of the auditor's findings is forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Board reviews any audit exceptions or deficiencies and makes recommendations. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

ELEMENT 10
SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's education rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J).

Suspension and Expulsion Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at CORE Charter School ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

The Charter School shall be responsible for student discipline decisions, subject to the County's oversight authority to review policies, procedures, records, complaints, and legal compliance as applicable.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Superintendent's office. The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or

for whom the 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Written Agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Superintendent may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Superintendent or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Superintendent or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
    n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
    b. Brandished a knife at another person.
    c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
    d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Assault or battery, as defined in Penal Code Sections240 and 242, upon any school employee.
p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 9 to 12, inclusive.
t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent 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 Charter 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or

hospitalization. Penalties shall not may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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 in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. 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 Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 student. 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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing

present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

1. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
2. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
3. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
4. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
5. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily withdrawn as described within the Charter School's Board adopted Attendance Policy for truancy

and/or Independent Study Policy for missing assignments and/or lack of satisfactory progress only after the Charter School follows the requirements of the Attendance Policy and/or Independent Study Policy as applicable, and only in accordance with the policy described herein which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that the Student misses fifteen assignments; and
2. In the event the Student's educational progress falls below satisfactory levels as determined by the credentialed Personalized Learning Teacher and other support staff who are involved with the educational progress, CORE will consider ALL of the following indicators:
    a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    b. The completion of assignments, assessments, or other indicators that show evidence that the student is working on assignments.
    c. Learning required concepts, as determined by the supervising Personalized Learning Teacher.
    d. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher. In accordance with the independent study written agreement and the Parent Rights and Responsibilities, the Personalized Learning Teacher shall consider the following as indicators of lack of progress:
        - A scheduled meeting/tutoring/service is missed (without 24-hour notice)
        - Missing assignments from a center class
        - Unresponsive communication with the assigned supervising Personalized Learning Teacher (more than 24 hours)
        - Assigned local diagnostic assessments are not completed

When any student fails to complete the expected minimum assignments during any learning period or fails to make satisfactory educational progress, the school will conduct a tiered evaluation process which may progress to an evaluation to determine whether it is in the best interest of the pupil to remain in independent study or return to a regular in-person school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Compact Violation/Missing Assignment Reports (CV/MAR) are issued as notifications to alert the student and the parent/guardian of the following:

1. The student has missed five assignments
2. The student is not making satisfactory educational progress as defined above or is otherwise in danger of failing.
3. The Independent Study Personalized Learning setting may not be appropriate and/or may be contrary to the best interest of the student.

Three (3) Compact Violation/Missing Assignment Reports may result in involuntary removal from CORE subject to parent/guardian initiation of an appeal within 5 school days

of final MAR notification in accordance with CORE's involuntary removal policies and procedures.

Compact Violation/Missing Assignment Report Procedure:

First Occurrence:

1. The Personalized Learning Teacher will complete the Compact Violation/Missing Assignment Report.
2. The CV/MAR is submitted to the School Director/Designee for review.
3. A copy is filed in the student file and provided to the parent/guardian.
4. A Student Success Team including the Personalized Learning Teacher, parent/guardian, and student will be held to discuss concerns and a plan for improvement. For a Student with a 504 Plan or IEP, a 504 Plan or IEP meeting with all legally required members shall be held in place of the SST.
5. Following the meeting, the Personalized Learning Teacher should meet with the student once weekly to ensure the success of the plan for improvement established in the SST, 504 or IEP meeting, as applicable.

Second Occurrence:

1. The Personalized Learning Teacher will complete the 2nd CV/MAR.
2. The CV/MAR is submitted to the School Director/Designee for review.
3. A copy is filed in the student file and provided to the parent/guardian.
4. The School Director/Designee sends a letter of warning to the family that independent study may not be in the best interest of the student.
5. A follow-up SST, 504, or IEP Team meeting is scheduled to discuss continuing concerns and to update the plan for improvement.
6. The follow-up IEP and 504 meeting will include a manifest determination review to determine if the cause of the CV/MARs are manifestations of the student's disability in accordance with the protections of Section 504 or the IDEA, as applicable.
7. Personalized Learning Teacher and student will meet weekly to monitor and evaluate student progress.

Third Occurrence:

1. The Personalized Learning Teacher will complete the third Compact Violation/Missing Assignment Report and submit it to the School Director/Designee for review.
2. A copy of the CV/MAR will be filed in the student's file and provided to the parent/guardian.
3. A third CV/MAR indicates that remaining in independent study may not be in the best interest of the student.
4. If the student has a disability, the School Director/Designee shall ensure that no student with a disability is involuntarily withdrawn unless a manifestation determination review has been conducted to determine whether the cause or causes of the recommendation for involuntary removal are a manifestation of the student's disability, in accordance with the protections of Section 504 or the IDEA, as applicable.
5. If it is determined that the cause or causes of the recommendation are a manifestation of the student's disability, the student shall not be involuntarily withdrawn. Instead, the IEP or Section 504 team, as applicable, shall convene to consider appropriate updates to the student's IEP or Section 504 Plan.
    - Pursuant to 34 CFR § 300.530(e)(1), conduct must be found to be a manifestation of the student's disability if:

1. the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability,
2. or the conduct was the direct result of the school's failure to implement the student's IEP or Section 504 Plan, as applicable.

6. If the student does not have a disability, or the cause or causes of the recommendation are not determined to be a manifestation of the student's disability, the School Director/Designee will send a final letter, which includes a notification of involuntary removal.
7. The notice shall provide written notification of the intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and in the case of a foster child or youth, or a homeless child or youth, it shall be in the native language of the educational rights holder. The written notice shall also be provided to any legally required parties, including a foster child's attorney and county social worker or an Indian child's tribal social worker and, if applicable, county social worker.
8. The written notice shall inform the student, the student's parent or guardian, and any other applicable parties of the right to initiate an appeal before the effective date of the action. If an appeal is initiated, the student shall remain enrolled and shall not be removed until the school issues a final decision.
9. The appeal shall be adjudicated by a neutral panel and shall provide the student with a fair opportunity to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses; and bring legal counsel or an advocate.
10. If there is no response to the final letter, the Personalized Learning Teacher will complete the removal form.
11. CORE will notify the last known district of residence within 30 days of removal.

Involuntary Removal Appeal Process

If the student's parent, guardian, or educational rights holder requests an appeal hearing, the student shall remain enrolled and shall not be removed until a final decision is issued. As used herein, "involuntarily withdrawn" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's involuntary Removal hearing process.

The hearing shall be adjudicated by a neutral officer. The Superintendent shall appoint a three-member panel ("Panel") to serve in the role of neutral officer as needed. At the discretion of the Superintendent, the Panel may include Charter School staff members or employees, provided that the individual does not have a direct relationship with the student and has no prior involvement in the circumstances leading to the hearing. Other members of the Panel may include Charter School board members, retired administrators, or administrators from other schools who have no prior knowledge of the student. The hearing shall be scheduled within a reasonable time, not to exceed thirty (30) school days from the date of the request for appeal. The hearing may be held in-person or virtually at the discretion of the Panel. The Charter School Superintendent (or designee) will be given no less than fifteen (15) minutes to present any evidence in support of the recommendation for involuntary removal. The student, through parent/guardian, advocate, or

legal counsel, will be given no less than fifteen (15) minutes to present evidence, testimony, and witnesses to support their appeal and may cross-examine any witness presented by the Charter School. This hearing shall be held in a confidential setting. The Panel shall issue a written determination as to the appeal within five (5) school days of the completion of the hearing.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

1. The Charter School shall ensure that no student with a disability is involuntarily withdrawn unless a manifestation determination review meeting is held to determine whether the cause or causes of the recommendation for involuntary removal is a manifestation of the student's disability in accordance with the protections of Section 504 of the Rehabilitation Act or the Individuals with Disabilities in Education Act, as applicable. If it is determined that the cause or causes of the recommendation for involuntary removal is a manifestation of the student's disability, the student will not be involuntarily withdrawn and instead, the IEP or Section 504 team, as applicable, shall meet to consider appropriate updates to Student's IEP or Section 504 Plan, as applicable.
    - Pursuant to 34 CFR 300.530(e)(1), conduct must be found to be a manifestation of the child's disability if:
        - The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
        - The conduct was the direct result of the district's failure to implement the IEP/504 (as applicable).

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11
EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Employees of CORE will participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or federal Social Security depending upon each individual's eligibility. The Superintendent or designee shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

CORE maintains a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales is conducted by the Superintendent or designee. Annual cost of living adjustments are made when Charter School budget allows. Full time employees are offered life insurance and a health benefit package.

ELEMENT 12
DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

The CORE Charter Schools Board of Directors has adopted policies and processes for airing and resolving internal and external disputes, including a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. The County shall promptly refer all complaints regarding operations of CORE to the Superintendent for resolution in accordance with CORE Charter Schools' adopted policies.

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to the internal dispute resolution policies and processes developed by the Board. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

In the event that CORE and the County have disputes relating to this charter, the parties agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and CORE Superintendent, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CORE requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and CORE. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and CORE.

ELEMENT 13
STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).

CORE will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CORE shall admit all pupils who wish to attend CORE. No test or assessment shall be administered to students prior to acceptance and enrollment into CORE. CORE will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Yuba County or adjacent counties as required by Education Code Section 51747.3.

Students who understand and value CORE's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply. Participation at CORE requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians shall complete an enrollment process before admission, during which the program is described and discussed. CORE shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

After enrollment, CORE assesses the student's academic levels, not as a means to prohibit or discourage students from attending, but rather to ensure appropriate academic placement.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which

shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[2]

Random Public Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Admission is open to all students who reside within Yuba County and counties adjacent to Yuba County, subject to capacity and applicable admission preferences.
After the close of the open enrollment period, the Charter School shall enroll students subject to available capacity. If the number of applications for admission exceeds the number of available openings in a grade level or program, the Charter School shall hold a random public drawing ("lottery") to determine admission for the impacted grade level or program. For purposes of this section, "program" means the Charter School's Home Study program and Hybrid program. Existing students who are currently enrolled at the Charter School are guaranteed enrollment for the following school year, including progression to the next grade level and continuation in their program, and are not subject to the lottery.

The Charter School will establish enrollment windows for each semester. Enrollment may be closed upon reaching capacity or at the conclusion of the first Learning Period of any semester.

Lottery Procedures

The Charter School's lottery procedures shall include the following:

- A lottery shall be conducted at the Charter School's main office or another publicly accessible location within Yuba County that is large enough to allow all interested parties to observe the drawing.
- Prior to the lottery, the Charter School shall publicly disclose the number of available openings by grade level, program, or instructional area, as applicable.
- Each eligible applicant shall be assigned a unique identifier for purposes of the drawing.
- Lotteries shall be conducted for each grade level or program (e.g., Home Study or Hybrid) in which there are fewer available spaces than the number of applicants.
- All lotteries shall be conducted on the same day and at a single location, unless otherwise required due to operational considerations.

Admission Preferences

Admission preferences shall be applied only if the Charter School is oversubscribed and only to the extent permitted by law. Admission preferences do not guarantee enrollment.
The following admission preferences shall be applied in the order listed:

1. Siblings of students admitted to or attending the Charter School

[2] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

2. Students currently enrolled in CORE Charter who are matriculating into grade levels served by CORE Yuba Charter
3. Children of teachers, staff, and Board members of CORE Charter Schools
4. Students who reside within Yuba County

Any admissions preferences established by CORE Yuba Charter shall be implemented in compliance with applicable law and shall be designed and applied in a manner that is not likely to negatively impact the racial, ethnic, or unduplicated pupil balance the Charter School seeks to reflect.

Students who reside in counties adjacent to Yuba County are eligible for admission and shall be considered for admission after applicable admission preferences have been applied.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a condition of admission or continued enrollment.

The Charter School and the County shall adhere to all statutory requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)–(iv).

Waitlist

At the conclusion of the public random drawing, all applicants who are not admitted due to capacity limitations shall be offered the option to be placed on a waitlist in the order in which they were drawn. The waitlist shall remain valid only for the school year for which the lottery was conducted and shall not carry over to subsequent school years.

Public Notice

Public random drawing rules, deadlines, dates, and times shall be communicated through the Charter School's application materials and posted on the Charter School's website. Public notice of the date, time, and location of the lottery shall be provided after the close of the application period. Applicants and interested parties shall also be notified of the lottery procedures and rules via mail or email at least two (2) weeks prior to the scheduled lottery date.

The Charter School shall conduct the lottery in the spring for enrollment in the following fall term.

ELEMENT 14
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).

No student may be required to attend the Charter School. Students who opt not to attend CORE may attend their district of residence schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in CORE shall be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CORE, except to the extent that such a right is extended by the local education agency.

ELEMENT 15
RETURN RIGHTS OF SCHOOL EMPLOYEES

Governing Law: The rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

CORE has developed an employee handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure.

CORE Yuba Charter employees shall be employees of CORE Charter Schools and shall not be subject to the collective bargaining agreements of the County or any other charter authorizer, except as otherwise required by law.

No public school district employee shall be required to work at CORE. Employees of the County who choose to leave the employment of the County to work at CORE will have no automatic rights of return to the County after employment by CORE unless specifically granted by the County through a leave of absence or other agreement. CORE employees shall have any right upon leaving the County to work in CORE that the County may specify, any rights of return to employment in a school district after employment in CORE that the County may specify, and any other rights upon leaving employment to work in CORE that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School, with the exception of allowable transfers of STRS and PERS service credits. Employment by CORE provides no rights of employment at any other entity, including any rights in the case of closure of CORE.

ELEMENT 16
CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(P).

Closure of CORE will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CORE will promptly notify parents and students of CORE, the Yuba County Office of Education, CORE's SELPA, the retirement systems in which CORE's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CORE will ensure that the notification to the parents and students of CORE of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

CORE will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, CORE will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. CORE will ask the County to store original records of CORE students. All student records of the Charter School shall be transferred to the County upon closure. If the County will not or cannot store the records, CORE shall work with the Yuba County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CORE will prepare final financial records. CORE will also have an independent audit completed within six months after closure. CORE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CORE Charter Schools and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, 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, and an assessment of the disposition of any restricted funds received by or due to CORE.

CORE will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of CORE, all assets of CORE, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the CORE Charter Schools nonprofit public benefit corporation and, upon dissolution of the CORE Charter Schools nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon CORE's closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CORE shall remain solely responsible for all liabilities arising from the operation of CORE.

As CORE Yuba Charter is operated by CORE Charter Schools, a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget, CORE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

CORE Yuba Charter has developed a conservative financial plan that includes reasonable estimates of all anticipated revenues and expenditures necessary to operate the Charter School – including special education. Attached as Appendix O, the following budget documents are included:

- Budget narrative, including startup costs
- A three-year operating budget and projections
- Revenue assumptions
- Cash flows and budget projections for each budget year
- Evidence of a strong reserve fund

Funding

CORE shall be a direct-funded charter school according to current law. It shall manage its own funds, with an option to establish an account at a private bank for its Board-authorized minor purchases and expenditures. Pursuant to Education Code Section 47613, CORE Yuba Charter shall pay one percent (1%) of its Local Control Funding Formula revenue to the County for oversight of CORE Yuba Charter. Support and other services purchased from the County may be separately agreed upon in a fully executed Memorandum of Understanding entered into between CORE Yuba Charter and the County.

Financial Reporting

CORE Yuba Charter will provide reports to the County Superintendent of Schools, as follows, in accordance with by Education Code Section 47604.33:

CORE Charter School Financial Reporting Activity Calendar

Due Date	Activity
On the first Wednesday of October	CALPADS Snapshot
On or before July 1	• Preliminary budget for the current fiscal year. • Local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
On or before December 15	• Interim financial report, reflecting changes through October 31. • Copy of CORE's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California

Due Date	Activity
	Department of Education and County Superintendent of Schools
On or before March 15	Second interim financial report, reflecting changes through January 31
On or before September 15	Final un-audited report, full prior year
December 31, April 15, June 30	Attendance Reporting
Approved at next regular meeting	Board Minutes

CORE will adhere to the County's reporting requirements and provide the following reports as required by law:

- Average Daily Attendance ("ADA") reports J18/19.
- School Accountability Report Card ("SARC")– charter schools may use their own formats).
- LCAP

The CORE management team will continue to be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful countywide benefit charter schools.

The Charter School will maintain fiscally responsible processes to keep track of financial data and compile information in the prescribed formats needed. CORE Yuba Charter will be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance. Financial management will be in accordance with State Law and the GAAP standards.

The County agrees to receive and review the annual financial audit and to perform the annual site visit and other accountability policies and procedures mutually agreed upon with CORE.

Insurance

CORE Yuba Charter shall procure and maintain general liability, workers' compensation, and all other insurance coverage required by law and customary for a public charter school of similar size, scope, and purpose. Such insurance shall be maintained in types and amounts sufficient to protect the Charter School, its officers, directors, employees, and agents.
The Yuba County Board of Education shall be named as an additional insured on all applicable insurance policies of CORE Yuba Charter, as required by law or by agreement. Proof of insurance shall be provided to the County upon request.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

CORE relies on its organization for administrative services that support the day-to-day operation of CORE. CORE and its financial services provider handle payroll, retirement, health, and welfare benefits.

CORE purchases financial accounting services from the Yuba County Office of Education at a mutually agreed upon cost. The specific terms and costs for these services are the subject of a separate Memorandum of Understanding.

School Management Contracts

All contracts for equipment and services, including consulting services, special education services, leases, improvements, real property purchases, and insurance requirements related to the management of CORE Yuba Charter will be in compliance with federal and state mandates appropriate to charter schools and approved by the Board in accordance with their policies.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Transportation

As an independent study charter school, there is little need for transportation. In the case of students with disabilities, or other students who require transportation as a matter of law, CORE will utilize its school vans to meet transportation needs or contract with local transportation companies to provide this transportation when needed

Potential Civil Liabilities

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

CORE is operated by CORE Charter Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with the oversight responsibilities required by law. CORE shall work diligently to assist the County in meeting any and all oversight obligations under the law including meetings, reporting or other requested protocol to ensure the County shall not be liable for the operation of CORE.

Further, CORE intends to enter into a memorandum of understanding with the County, wherein CORE shall indemnify the County for the actions of CORE under this charter.

The corporate bylaws of CORE Charter Schools shall provide for indemnification of the Board, officers, agents, and employees, and CORE will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location and type of program. The County is named as an additional insured on all insurance policies.

The CORE Charter Schools Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter Revisions

Any modifications or amendments to this charter shall be made only with the approval of the CORE Charter Schools Board of Directors. Material revisions as defined in Education Code Sections 47605.6(a)(3) and 47607 shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.6.

Communications

All official communications between the County and CORE will be sent via First Class Mail or other appropriate means to the following:

Charter School
CORE Charter Schools
Administrative Office
321 16th St.
Marysville, CA 95901

County
Rob Gregor
Yuba County Superintendent of Schools
1114 Yuba Street, Suite 218
Marysville, CA 95901

RESOLUTION NO. 2026-05

RESOLUTION APPROVING THE CHARTER PETITION FOR CORE YUBA CHARTER SCHOOL AS A COUNTYWIDE BENEFIT CHARTER SCHOOL PURSUANT TO CALIFORNIA EDUCATION CODE SECTION 47605.6(b)

WHEREAS, pursuant to California Education Code Section 47605.6(b), the Yuba County Board of Education ("Board") is authorized to approve a charter school that will provide services to pupils who cannot be served as well by a charter school operating in only one school district within the county;

WHEREAS, on April 29, 2026, petitioners for CORE Yuba Charter School ("Petitioners") submitted a charter petition to the Yuba County Office of Education seeking approval of a countywide benefit charter school for a term of 5 years, from July 1, 2027 through June 30, 2032;

WHEREAS, the County Office of Education Charter School Review Team reviewed the charter petition and conducted an evaluation of the petition pursuant to the requirements of Education Code Section 47605.6 and applicable state regulations;

WHEREAS, on June 10, 2026, the Board held a public hearing to consider the level of support for the charter petition by teachers, other employees of the county office, and parents; and

WHEREAS, on August 12, 2026, the Board held a public meeting to consider whether to grant or deny the charter petition for CORE Yuba Charter School; and

WHEREAS, in reviewing the petition, the Board considered the educational services to be provided, the financial viability of the school, the potential impact on public school districts within the county, and the capacity of the petitioners to successfully implement the program.

NOW, THEREFORE, BE IT RESOLVED by the County Board of Education as follows:

1. **Statutory Findings:** Pursuant to California Education Code Section 47605.6(b), the Board hereby finds and determines that:

    - The charter school will offer educational services to pupils who cannot be served as well by a charter school operating in only one school district within the county.
    - The charter petition contains reasonable justifications for why the educational services cannot be provided through a standard district charter school.
    - The petition contains all required affirmations, elements, and statutory requirements set forth in Education Code Section 47605.6.

2. **Approval of Charter**: The Board hereby APPROVES the charter petition for the CORE Yuba Charter School for a term of five (5) years, commencing on July 1, 2027 and expiring on June 30, 2032.

3. **Conditions Precedent**: Approval of the charter petition is subject to the completion of a mutually acceptable Memorandum of Understanding (MOU) between the Yuba County Office of Education Board and CORE Yuba Charter School addressing oversight terms, demographic monitoring, quantitative benchmark outcomes, and facility notification protocol prior to May 15, 2027.

4. **Authorization of Designees:** The County Superintendent of Schools (or designee) is hereby authorized and directed to execute all necessary documents and take all necessary actions consistent with this Resolution to implement the approval and ongoing oversight of CORE Yuba Charter School.

I, Rob Gregor, Superintendent of Schools, in the County of Yuba, State of California, do hereby certify that this resolution, proposed jointly by the Yuba County Board of Education and Yuba County Superintendent of Schools, was duly passed, and adopted at a regular meeting thereof assembled this 12th day of August 2026, by the following vote, to wit:

AYES:
NOES:
ABSENT:

This resolution shall take effect upon its adoption.
PASSED AND ADOPTED the 12th day of August 2026.

ATTEST:

Rob Gregor
Secretary to the Yuba County Board of Education

Rob Gregor
Yuba County Superintendent of Schools

Tracy Bishop
Board President