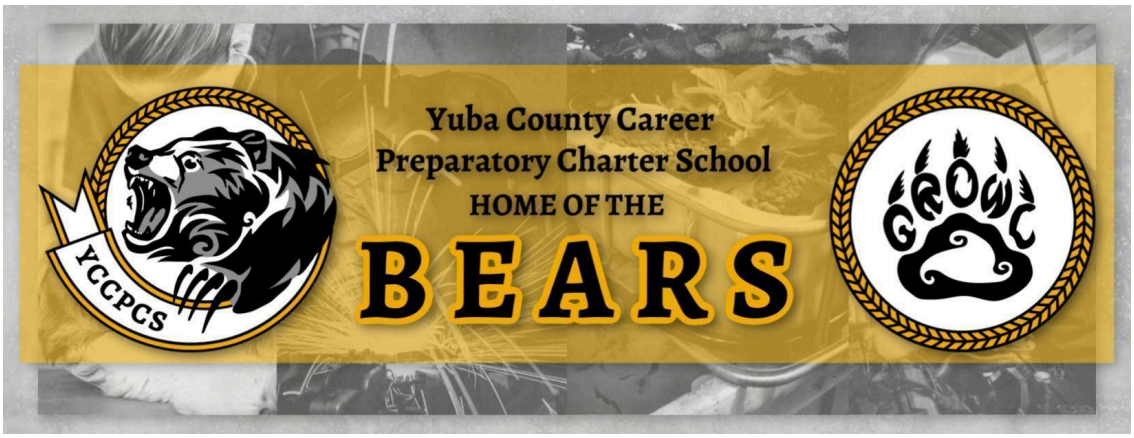
Yuba County Career Preparatory Charter School Charter Petition

Charter Term 11/15/2025- 6/30/2030



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Submitted to the Yuba County Office of Education
For Renewal on March 3, 2025

Fully Accredited by WASC ACCREDITING COMMISSION FOR SCHOOLS

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Certification of Complete Charter Petition

By signing below, I certify as follows:

1. That I am the authorized representative and that I am competent and qualified to certify to the facts herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification and
3. That I deem the charter petition to be complete.

Cynthia Soares
Cynthia Soares (Apr 24, 2025 12:18 PDT)

24/04/25

Signature/ Title **Date**

Assurances

- Yuba County Office of Education (YCOE) is deemed the exclusive public-school employer of the Yuba County Career Preparatory Charter School (YCCPCS) employees for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- YCCPCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- YCCPCS shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
- The Governing Board of the YCCPCS is committed to equal opportunity for all individuals in education. YCCPCS programs and activities do not discriminate based on gender, gender identity, age, sex, race, color, religion, ancestry, gender expression, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. We provide equal access to the Boy Scouts of America and other youth groups without discrimination. The Board shall promote programs that eliminate discriminatory practices in all district activities. YCCPCS requires our school staff to take immediate steps to report any act of discrimination, bullying, intimidation, or harassment to the appropriate school personnel. [Ref. Education Code Section 47605(d)(1)]

The following individuals represent the appropriate titles for communication purposes:

Equity Compliance Office/Title IX/Yuba County Office of Education Title IX, Reasonable Accommodations, UCP Coordinator
Mary Hang, Executive Director of Human Resources
530-749-4870, mary.hang@yubacoe.k12.ca.us
935 14th Street, Marysville, CA 95901.

Section 504 Coordinator
Cynthia Soares, Director
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1104 E. Street, Marysville, CA 95901

- YCCPCS will admit all students who wish to attend the school and submit a timely application unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place per California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- Except as required by Education Code Section 47605(d)(2), admission to YCCPCS shall not be determined according to the place of residence of the student or their parents within the State.
- YCCPCS will adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans

with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- YCCPCS will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Education Code Section 47605.6(l)]
- 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 pupil's cumulative record, including report cards or a transcript of grades and health information.
- YCCPCS will not require mandatory parent volunteer hours as a criterion for admission.
- YCCPCS will follow all other federal, state, and local laws and regulations pertaining to the applicant or the charter school's operation.

Independent Study

- YCCPCS will follow the applicable public-school guidelines for independent study, as evidenced in the annual audit. [Ref. Education Code Section 47612.5(b)]
- YCCPCS will meet the requirement related to the ADA to FTE certificated employees' ratio as prescribed. [Ref. Education Code Section 51745.6(a)]
- YCCPCS will ensure independent study by each pupil shall be coordinated, evaluated, and, under the general supervision of an employee of the local educational agency who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. [Ref. Education Code Section 51747.5(a)]
- YCCPCS will claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency, or the combined time value of pupil work product and pupil participation in synchronous instruction. [Ref. Education Code Section 51747.5(b)]
- YCCPCS will follow the board-adopted policy and administrative regulation for Independent Study, including all legal requirements for the Master Agreement.

Cynthia Soares
Cynthia Soares (Apr 24, 2025 12:18 PDT)

Signature/ Title

24/04/25

Date

Element I: Educational Program

Program Description

Career Preparatory Program

Career Technical Education (CTE) classes give students real-world-applicable skills and are key aspects of our programs. Our school offers many CTE Pathways ranging from Introductory to Capstone Level. Starting the second week of school, students spend at least one hour attending a Career Technical Education (CTE) Introductory Course once a week (one credit earned per semester). If a student starts school within the first three weeks of the semester, they may also choose to attend one of our CTE Concentrator Courses, which are two days a week for two-hour blocks each day for four hours a week (five credits earned per semester). If a student continues in the same CTE Pathway, they may participate in one of our Capstone courses, offered two days a week for two-hour blocks for four hours a week (five credits earned per semester).

CTE Pathways

The **Natural Resources** program is in the Agriculture and Natural Resources Sector, Forestry and Natural Resources Pathway. This is a space where students will be introduced to a variety of careers and industries related to Forestry and Natural Resources. The courses will include a focus on understanding the importances of agriculture, forest, soil, and water resources and will include but not be limited to wildlife management, resource management, and use of new geographic information technology.

Auto Mechanics Service and Repair is for students who do not mind a little grease under their fingernails. The class teaches the basics of various mechanical systems such as brakes, transmissions, and engines.

Auto Body focuses on learning about repairs and damage to the exterior and non-moving parts. Students learn about restoring vehicles after minor or major collisions, repairing dents in sheet metal, restoring paint, and repainting the vehicle to match factory colors. They also replace bumpers, damaged body panels, and other components that are not part of the engine.

Digital Media Art combines art and technology in creative ways. Digital media artists help students visualize the world through graphic design, digital photography and video, animation, game design, and more.

Welding students learn the basics of shielded and Gas Metal Arc welding, Flux Core Arc Welding, Gas Tungsten, Arc Welding, Oxy-Fuel Welding and Cutting, Blueprint and Welding Symbol reading. These skills can be used in various career fields, such as automotive, construction, and plumbing. The vet assisting class is for animal enthusiasts. Students will learn to support the veterinary team by assisting with laboratory procedures such as vaccinations, drawing blood, and proper handling of animals.

Additional course option information and video tours are on the school's website.

Exclusive Partnership

Yuba County Career Preparatory Charter School (YCCPCS) is a California public countywide benefit charter school (Education Code 47605.6/ 47612.1) authorized by the Yuba County Board of Education (YCBE) and administered by the Yuba County Office of Education (YCOE). It began operating in July 1995 and is among the first charter schools to operate in California.

Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:

- The Federal Workforce Investment Act of 1998 (Pub. L. No.105-220; 29 U.S.C. Sec. 2801, et seq.)
- Federally affiliated Youth Build programs
- Federal Job Corps training or instruction is provided under a memorandum of understanding with the federal provider.
- The California Conservation Corps or local conservation corps is certified by the California Conservation Corps pursuant to Sections 14406 or 14507.5 of the Public Resources Code.

Mission and Vision Statements

The YCCPCS vision and mission statement focus on motivating students to complete their education using a vocational focus and providing several Career Technical Education (CTE) program options. CTE fills a previously unmet need in Marysville and the surrounding communities.

Vision

To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

Mission Statement

Yuba County Career Preparatory Charter School (YCCPCS) will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. YCCPCS commits to quality, independent, learner-centered education while collaborating closely with the entire learning community.

Target Student Population & Community Need

Students Served

YCCPCS educates students in grades K through 12 and adults who need or desire an alternative learning model to traditional education. Students come to YCCPCS for various reasons, including flexible scheduling, specialized vocational opportunities with CTE onsite training, small class sizes, and hands-on learning opportunities. Some are attracted to faster credit acquisition, which allows them to 'catch up' after becoming credit deficient, and some can graduate early.

As a Dashboard Alternative Accountability School (DASS), YCCPCS serves an unduplicated count of at least 70% of the school's total enrollment (upon first entry to the school) that is composed of at-promise youth, as defined in CA Education Code §52052. The school must requalify for DASS status every three years.

Students attending YCCPCS have a history of being habitually truant, emotional distress or behavioral issues, teen parenting, other socio-economic issues, and health issues. Some students have experienced or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness.

YCCPCS partners with a program identified in Education Code 47612.1 to provide educational services to adult-aged students qualified for the federal Workforce Investment Opportunity Act program (WIOA). WIOA is a federally funded program designed to promote increased employment, job retention, earnings, and occupational skills improvement by participants.

Needs and Challenges of Student Groups Served

At-Promise Youth

As reported on the United States Census Bureau Quick Facts website, nearly 80% of Yuba

County residents identify as White (56% White alone, not Hispanic or Latino), with a countywide poverty rate of 15.6%. More than 80% of YCCPCS students are considered 'at-promise'. Our students have been "educationally traumatized" by one or more educators in their past, they have lost parents, experienced physical, emotional, or sexual abuse, been present during domestic violence, are credit deficient, are truant or chronically absent from school, have experienced bullying in at least one way: physically, emotionally, including in-person and through the use of social media, have been previously expelled or suspended on one or more occasions or have repeated an academic year (retained).

Kidsdata.org reports that in California between 2011 and 2017, more than 1 in 3 children (36%) had at least one adverse childhood experience (ACE), more than 1 in 7 (15%) had two or more ACEs, and nearly 1 in 25 (4%) had four ACEs or more. In Yuba County, 44% of households with children reported having one to three ACEs, and 13% reported having experienced four or more ACEs. Since last reported, the COVID-19 pandemic and other traumatic events have likely increased these percentages.

The numerically significant student groups that follow may have additional challenges and needs.

Students Classified as Socioeconomically Disadvantaged

The 2022 CA Dashboard reported that 91% of students enrolled at YCCPCS are from socioeconomically disadvantaged households and closely mirrors the data of the overall student population. Consistently, at least 70% of these YCCPCS families struggle with stable housing, transportation, food, clothing, medical care, and steady employment. Historically, these students struggle academically, have low attendance, and have high chronic absenteeism. Before 2020-21, they had an annual suspension rate of 3-7%. Pre-pandemic stability rates for this student group increased from 40% in 2018 to nearly 57% in 2021. As of Spring 2022, stability reverted to 40%. To make gains in academic achievement, YCCPCS strives to build strong personal relationships with students and their families and provides them with various real-world learning connections that give them a sense of connectedness to the school community. YCCPCS staff understand that relationships must precede learning.

Students with Disabilities

Parents/guardians of students with disabilities come to us frustrated by their student's lack of progress in their education plan. These same students are also likely classified as "at-promise" and socioeconomically disadvantaged with the added challenge of navigating a disability. On average, academic achievement for this group of students is 10% less than the overall population, with an even greater gap than other numerically significant student groups, potentially leading to this group of students being less prepared for postsecondary transitions.

Hispanic
While the English learner rate is only 7.65%, the percentage of students identifying as Hispanic falls just short of 40%. Students classified as English learners are often considered 'Long-Term English Language Learners (LTELs),' having been classified this way for over six years. Long-term classification results in years of additional language support requirements and often lacks the needed support to build a positive self-identity and dual language skills.

The Hispanic population has academically exceeded the percentage of students proficient on the CAASPP ELA assessment each year since Spring 2018 but scored much closer to the overall proficiency levels on the CAASPP math assessment. Additionally, the last reported college-going rate in DataQuest for students identifying as Hispanic was 20% compared to the overall rate of 14.6%. Interestingly, the percentage of students last reported on the 2020 CA Dashboard Additional Report for College/Career Measures indicated only 10% of students identifying as Hispanic were 'prepared' and 0% were 'approaching prepared' compared to the overall rate of 13% and White rate of 18.5%. Although this student group is 'less' prepared for college/career, more students attend college.

White
With nearly 80% of the school population identifying as White, this student group's needs and challenges closely mirror those already addressed in the whole school population. One point not discussed previously comes from DataQuest reporting in 2020 that just under 10% of YCCPCS students enrolled in a postsecondary institution of higher education (e.g., college or university) within 12 or 16 months of completing high school. The rate is down from the nearly 36% reported the year prior, significantly higher than the overall rate of 24%.

Attendance
YCCPCS recognizes the important role of attendance in a student's academic career and expects that students will earn daily attendance. California State Law requires students who have not graduated high school to attend school until their 18th birthday. California Ed Code 48205 allows for the following exceptions: personal illness, medical appointments, quarantine by a medical public health official, a death in the immediate family, court appearances, or school-sponsored activities. In addition, students over 18 are excused from jury duty or working in the official capacity of a county elections officer. Students are excused for observation of a religious holiday or ceremony. (Cal Ed Code 46014).

YCCPCS provides 175 instructional days and adheres to charter school instructional time requirements established in California Education Code sections 46207, 46208, 47612(d)(3), 47612.5, and California Code of Regulations, Title 5, 11960.

YCCPCS maintains accurate and contemporaneous written records that document all student

attendance and makes these records available for audit and inspection. YCCPCS works with students, guardians, and teachers through the development of personalized learning plans and with the Yuba County School Attendance Review Board (SARB) to ensure students attend school. YCCPCS takes proactive measures to encourage and counsel students at risk of truancy or chronic absenteeism by developing contracts with students, guardians, counselors, and advisory teachers to support attendance. Credit-deficient students can enroll in credit recovery classes during summer break and the school year.

As required for independent study programs, YCCPCS maintains a tiered reengagement plan to support students and parents in improving attendance, as outlined in the YCOE Board Policy (Appendix 1).

Expectations

Meetings/Study Requirements

YCCPCS makes every effort to provide early intervention and behavior support to parents and students who do not meet expectations. It is the parent's responsibility to arrange transportation for their student to attend all scheduled appointments and activities. Failure to report to two appointments may result in termination of this agreement. Turning in less than the assigned hours of academic work or missing an appointment may result in absences, leading to truancy.

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

Schoolwide Learner Outcomes - Grad Profile

By encouraging students to pursue their interests, talents, and passions, YCCPCS enables students to become self-motivated, competent, and lifelong learners who meet academic competencies and requirements.

Student Learner Outcomes (SLOs) are a vital component of YCCPCS's work. The school intends for them to be memorable and accessible to educational partners. SLOs are posted around the school and appear on many school documents, including school site plans.

Perceive, Believe, Achieve

The YCCPCS Schoolwide Learner Outcomes (SLOs) are

- Perceive themselves as supported and self-directed, engaged, lifelong learners who
- Believe the essential skills they gain and the resources available will help them
- Achieve on their chosen pathway of success.

To achieve a goal, one must first see themselves, or (1) PERCEIVE themselves as someonewho can achieve it. Then, they take the steps toward the goal. As they do, they (2) BELIEVE more and

more that the goal will be accomplished. Once they've taken all the steps toward the goal, they will (3) ACHIEVE the goal.

These concepts are introduced immediately during Enrollment/Orientation and throughout the Student Success class when students are newly enrolled. Students create vision boards, learn to set SMARTER goals, track credits, and use Google Suite. Acquired skills are carried into and reinforced in subsequent classes.

Staff measures and tracks the attainment of SLOs via local metrics such as the CA Healthy Kids Survey (CHKS), the student and the parent/guardian climate surveys, and graduation plans/status.

General Non-Academic Skills and Qualities

G.R.O.W.L. is a YCCPCS tool to support students on their chosen pathway because it shows the relationship between behavior and achievement. Sometimes, the barriers to achieving goals are because of our own choices and behaviors. At YCCPCS, students are supported in positive behaviors to help them achieve their goals. The words for those positive behaviors make up the acronym G.R.O.W.L.

Social-Emotional Skills

Grow	To achieve your goals and your potential, take steps to improve every day.
Respect	Treat others how you wish to be treated.
Own	Always take responsibility for your actions.
Work	Give your best effort because your future is in your hands.
Love	Show care and concern for yourself and others.

Academic Skills and Qualities

YCCPCS intends for all students to have the following academic skills and qualities important for an educated person:

Proficiency in English Language Arts

Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking, and presentation using multiple forms of expression (e.g., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from various sources to gain valuable and applicable knowledge.

Proficiency in Mathematics

Students will demonstrate their ability to calculate and solve problems with clarity and precision by applying mathematical principles and operations. Skill areas may include arithmetic, algebra, geometry, personal finance, and other mathematical subjects that the teacher and parent deem appropriate.

Proficiency in History-Social Science

Students will demonstrate an understanding of the history of mankind and governmental functions by

- Identifying relationships between past and present events, situations, diverse peoples, governments, finances, and world politics
- Drawing conclusions about the future using evidence from the past
- Applying physical and cultural geography to their understanding of diverse societies
- Identifying the founding principles, structures, operations, and relationships of the government of the United States

Proficiency in Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, including biology, ecology, astronomy, engineering, and geology. Students will demonstrate that they can:

- Analyze how the text structures information into categories or hierarchies
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text
- Synthesize information from a range of sources

How Learning Best Occurs

Framework

YCCPCS serves students and families who have chosen a Personalized Learning Program for some of the following reasons:

- Career Technical Education (CTE) focused on students following career pathway education
- High-achieving students seeking additional academic and learning opportunities
- Individuals who are self-directed and choose a broader range of academic options
- At-promise successfully achieving high school graduation
- Low-achieving students requiring tailored remedial programs
- Health reasons prohibiting them from attending regular classroom programs
- Flexible scheduling because of work, familial obligations, and extracurricular activities
- Academic challenges, including credit deficient

- Family relationships, personal beliefs, and values

YCCPCS staff believe learning best occurs when students' diverse learning styles, backgrounds, and needs are recognized to develop their learning plan. We expect students to experience challenging tasks requiring perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement. We ensure students are actively engaged in learning experiences integrated across curriculum areas and meaningful within the context of their present and future lives. We ensure students are engaged in real-life studies, exposed to experts, and work on authentic projects.

Instructional Setting

YCCPCS provides students with personalized learning options. A Personalized Learning Program is a unique, blended classroom and non-classroom-based public educational model tailored to each student's needs and interests. Personalized learning programs are a 21st-century, "on the leading edge" approach to public education that honors and recognizes each student's unique gifts, skills, passions, programs, struggles, and attributes.

The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student's learning potential and success. The key attributes that comprise the Personalized Learning Program model contain a solid foundation of the latest educational research findings as to how students learn most successfully. These attributes include the following:

- A strong emphasis on parental involvement
- Small class sizes
- One-on-one teacher and student interaction
- Attention to differences in learning styles
- Access to technology
- Varied learning environments
- Choices in curriculum programs
- Hands-on career technical education experiences

Instructional Approaches and Strategies

By integrating various types of age-appropriate technology with the curriculum, the instructional staff does not experience the traditional barriers of time, place, or availability of learning resources. This approach supports non-traditional students through engaging learning opportunities. It empowers supportive adults to actively partner in students' social development and education. In so doing, the school focuses on addressing all students' unique learning needs and styles while providing opportunities for all students to excel.

YCCPCS offers the following choices of educational delivery overseen by highly qualified California credentialed instructors:

- Individual Learning Program
- Independent Study support
- Cooperative classes
- Blended instructional strategies
- Tutoring
- Pre-CTE and CTE hands-on experiences
- Concurrent and Dual enrollment college opportunities
- Virtual classrooms
- Field trips

Independent Study (I.S.)

K-8 Program Description

The K-8 independent study program fulfills the educational needs of students enrolled in independent study when there is a strong commitment on the part of parents/guardians to meet their child's academic needs as they take on the role of "teacher" at home.
Parents/Guardians must regularly:

- Provide instruction and curriculum delivery; discuss progress and success with the assigned supervising teacher.
- Complete and monitor weekly assignments and Assignment Sheets and complete work.
- Complete required Learning Logs; check weekly grades and ensure progress towards growth and improvement.
- Provide opportunities for Community Service. Community Service is an essential component of YCCPCS program requirements. Community service is a donated service or activity students perform to benefit the public. Every student must be actively involved, volunteering in the community for two hours per week. Weekly documentation is required to earn hours.
- Attend regularly scheduled appointments with the Supervising Teacher.
- Ensure the student attends daily engagement and synchronized instruction. Students must participate in live sessions with YCCPCS Paraeducators or Credentialed Teachers every school day.

YCCPCS provides the following materials to each enrolled student:

- Instructional materials (text/workbooks)
- Use of computer for home, as needed, or use of computers on-site
- On-site individual and group tutoring
- Evaluation of completed work

- Support with curriculum delivery and additional resources for assignments
- School-wide and state assessment delivery

9-12 Program Description

9-12 Independent Study
Students follow a carefully guided course of study, including sequenced sets of lessons, with learning objectives easily identified by parents, teachers, and students. Students complete their assignments, which parents and teachers review. Supervising teachers are available by telephone or the Internet to provide learning support, feedback, written responses, and personal attention. Community-based resources offer options for enrichment.

Newly enrolled high school students are encouraged to attend a "Student Success" course their first semester. This course helps students acquire the knowledge and skills they need to succeed as independent study students. It increases a student's mastery of academic, social, and life skills, problem-solving, and critical thinking. YCCPCS students enroll in CTE coursework based on personal choice, future career interests, and need for graduation credits. Field trips and internships align with CTE coursework.

This comprehensive description of the CTE program is for demonstration purposes only. Modifications to the CTE Pathway program will not constitute a material revision to the charter.

New students participate in a weekly CTE Introductory course. Those who have completed an Intro CTE course may enroll in a CTE Concentrator course. Students who have completed a second year of study in the same CTE Pathway may enroll in a Capstone course.

Community Service is required. Community Service is a donated service or activity students perform to benefit the public. Students must be actively involved in community service two hours per week (30 hours per semester). Documentation is required to earn credit.

All-Day Program
Some students enroll at YCCPCS seeking structured flexibility. YCCPCS may provide a full-day academic program based on the student population served.

Additional High School Opportunities

Credit by Exam
Various exams are available to high school students to complete the required courses.

Accredited curriculum providers use designated exams.

Concurrent Enrollment in College Courses

In line with a student's individualized learning program, students can attend local colleges for credit. Students may participate in concurrent enrollment, allowing eligible secondary students to complete postsecondary coursework and simultaneously earn high school and college credit. These college-level courses are at community college campuses or online. Such courses can save students time and money as they are often exempt from paying tuition, application, and laboratory fees. The academic advisor arranges these opportunities.

Instructional Delivery

YCCPCS offers the following choices of educational delivery overseen by highly qualified California credentialed teachers:

Option #1 Digital Curriculum with Device

Students are issued a device at enrollment if requested and then enrolled in the school curriculum based on the student's Individualized Learning Plan. Staff confirm students have internet access and provide it when needed. This option offers a computer-based education network, which serves as the foundation for learning. Various recognized providers support a cohesive instructional system, integrating the power of individualized computer-based instruction with the flexibility of online delivery.

Option #2 Print-Based

Learning materials may include the traditional paper/pencil and textbook format upon request. The teacher and parent work with the student to develop age-appropriate learning skills.

Meeting Student Needs

YCCPCS is committed to frequent teacher-student contact with strong adult mentoring to facilitate learning. The following methods of instruction are options that foster strong interaction between students, teachers, parents, and any other mentoring adult. Instruction can be delivered in classrooms during formal periods of instruction, in private settings, or a combination of both. This model allows for the personalization of content to meet the individual learning needs of all students.

Students Performing Far Above-Below Grade Level/ Other Populations

Identification for Course Planning

YCCPCS uses the Renaissance STAR online assessment platform to assess student achievement and learner needs locally and formatively. This data identifies students performing above, on, or below grade level immediately following submission of the assessment. In addition, students are considered high achievers based on transcript evaluation, scores on content area assessments, teacher observation, and quality of work. Additionally, YCCPCS administers a K-2 screener to identify reading difficulties (SB 114). Registrar staff review student records at enrollment to learn if a student has a 504 Plan or an Individual Education Plan for special education. If so, those plans are directed to the appropriate instructional staff to start SELPA's interim placement process.

Support

YCCPCS provides students with personalized options (described previously) that best meet individual learning needs.

The academic intervention/extension of the learning process follows a locally defined Multi-Tiered System of Support (MTSS). Intervention plans are prepared and implemented as part of students' Individualized Learning Plans based on local assessment data, teacher observation, and evaluation of student work. In addition to core curriculum and supplemental assignments, students may be assigned special projects aligning with personal interests to support engagement and accelerate learning.

High-achieving students receive instruction beyond the standard curriculum, including project work in their career choice or college preparation.

English Language Learners

YCCPCS is committed to high academic success for all students, including English Learners (ELs). YCCPCS assures that all students classified as EL receive access to all academic core content and elective courses offered, as appropriate by grade level. Instruction is differentiated according to each student's language proficiency level, using evidence and research-based instructional strategies. YCCPCS staff support students' self-perception, use of native language, and social-emotional development while developing academic English language skills.

Students enrolled for the first time in a California school are identified for primary language at enrollment using the Home Language Survey. Students classified as EL require language support and receive both integrated and designated English Language Development with additional tutoring and targeted learning resources provided as needed. English Language Learners are provided access to the core curriculum through the use of instructional and scaffolding strategies that

- develop language within the student's current knowledge of the content area curriculum,
- develop language skills (listening, speaking, reading, and writing),
- offer explicit literacy instruction,
- provide peer-assisted and small-group learning opportunities,
- Provide integrated academic language support during content area instruction, balanced with designated supports that provide structured explicit opportunities for oral and written language skills development,
- allow for assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning and
- support social-emotional development and identity formation.
- These measures provide the best opportunity for students to acquire language at a rate of at least one proficiency level each year, as measured by the English Language Proficiency Assessments for CA (ELPAC).

SELPA Membership

YCCPCS is a member of the Yuba County SELPA under the YCOE membership umbrella. Special Education revenues are allocated to YCCPCS per the Yuba County SELPA's Fiscal Allocation Plan. As a YCOE School, YCCPCS is responsible for all special education costs exceeding revenues from the Yuba County SELPA. The YCOE Fiscal Department documents that all special education funds are allocated to special education instruction or services to identified students with disabilities. Such funds supplement and not supplant other federal, state, and local sources apportioned to YCCPCS.

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. YCCPCS follows

federal laws and regulations, including all twenty-three areas of legal assurance identified in the Yuba County SELPA Plan.

Special Education Plan and Required Supplemental Criteria

YCCPCS aligns services with the requirements of the Yuba County SELPA, and associated regulations.

Provisions for and Compliance of Special Education Services Referral

YCCPCS will not deny enrollment of any eligible student due to a disability or the school's inability to procure necessary special education services. YCCPCS assumes responsibility for compliance with Section 504 of the Americans with Disabilities Act (ADA). Individuals with exceptional needs, as defined in Education Code Section 56026, may only participate in an independent study program if an Individualized Education Program (IEP) specifically provides for that participation (EC51745(c)).

YCCPCS will refer students for Student Study Teams (SST) as needed to determine alternative interventions for students demonstrating low performance. Through this process, students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:
academic progress;

- attendance
- social/emotional development;
- physical limitations; and/or,
- behavioral needs.

Students are referred for special education assessment only when their individual needs interfere with school performance and cannot be met through accommodations within the general education/independent study setting.

Services

YCCPCS delivers the required and appropriate special education services to enrolled students, regardless of the student's district of residence, unless other agreements exist between the YCOE or Yuba County SELPA regional providers. The school district of residence where the student resides is not responsible for providing special education services to students enrolled at YCCPCS. YCCPCS requests all student educational records upon enrollment, thereby

notifying the district of enrollment at YCCPCS.

Upon enrollment of a student with an IEP, a representative from YCCPCS staff meets with the student and parent/guardian (if necessary) to review the student's current IEP, review transcripts, and discuss course assignments. For students with special needs who are also English Learners, IEP goals reflect the individual student's linguistic objectives.

The needs of students with disabilities are met in several ways, including but not limited to

- Specialized instruction and services available at YCCPCS include direct and consulting services, as specified in the qualified student's IEP.
- Procedures for ensuring students are referred to, assessed, and served in a timely manner are in place.
- Assurance that staff members providing special education services are appropriately credentialed.
- Assurance that the facility used by YCCPCS does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program (ADA compliant) are in place.
- Disenrollment, suspension, and expulsion policies and procedures ensure that students receiving special education and 504 eligible students are protected by federal and state law.
- Following dispute resolution procedures as outlined in the SELPA Local Plan should any disputes between educational entities, including the SELPA, regarding the provision of special education services at YCCPCS.
- Adhering to the legal mandates outlined in Education Code §56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33.
- Progress monitoring through assessment of progress in meeting students' IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable successful participation in the core curriculum.
- Collaboration between YCCPCS and the Yuba County Office of Education on appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

YCCPCS aligns services with the requirements of the Yuba County SELPA and associated regulations.

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, YCCPCS generates a referral for special education, monitors all legal timelines, develops an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel.

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education services. Following any initial or eligibility assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, an exit meeting is held to dismiss the student from receiving special education services via an IEP.

Identification of Bilingual Students with Special Needs

Before a student whose native language is not English is referred for special education, their level of English proficiency is determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt is made to have personnel fluent in the student's native language and familiar with their native culture participate during the SST and referral, assessment, and identification processes to determine eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student is used to determine the language in which they are assessed when a formal referral to special education is made. This is documented in the assessment plan. Bilingual personnel translate during IEP meetings and can transcribe all written documents (assessment reports, IEP forms, Parent Rights, Procedural Safeguards, etc.) when a parent requests. All goals and objectives for bilingual students are linguistically appropriate and are developed to consider the student's language acquisition needs.

<u>Staffing, Curriculum, Service Provisions, and Student Accountability</u>

As outlined in the Every Student Succeeds Act (ESSA), all special education services are provided by highly qualified staff.

All services, supplementary materials, or assistive devices required to access the core curriculum are provided at no cost to the student. No facility utilized for special education may

present any physical barrier limiting an eligible student's full participation in the educational or extracurricular program.

Disenrollment, Suspension, and Expulsion

Attendance for special education services is monitored closely to ensure identified students' access to all services as outlined in their IEP. If a student with an IEP is recognized as having attendance issues (over ten absences), YCCPCS contacts the student/family to request an IEP meeting. Staff also continuously monitors that the personalized learning model remains an appropriate placement for the student. The IEP team monitors progress to ensure educational benefits for the students. If, for any reason, the pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, within 30 days, YCCPCS notifies the school district superintendent of the pupil's last known address. YCCPCS shall, upon request, provide that school district with a copy of the cumulative pupil record, including a transcript of grades or report card and health information.

Students with IEPs are disciplined in accordance with the Parent/Student Handbook and Board policies. Students with disabilities are afforded protections in federal law against unlawful changes in placement. No student identified with an IEP or 504 plan is suspended for more than ten (10) school days per calendar year or recommended for expulsion without a Manifestation Determination meeting to determine if their misconduct is a manifestation of their disability. In accordance with Assembly Bill 1360, if expulsion is necessary, a school psychologist or Administrator is involved in all phases of expulsion proceedings. Parents/students are provided with due process rights throughout. In cases where suspension (beyond ten days per year) or expulsion is recommended following the Manifestation Determination Meeting.

Maintenance of Special Education Records

YCCPCS maintains all students' special education files using appropriate forms/software and files reports as necessary to maintain legal compliance. YCCPCS verifies the accuracy of all reports and submits them in a timely manner as required by the Yuba County SELPA.

Special Education Funding

As a YCOE School, YCCPCS is responsible for all special education costs in excess of revenues received from the Yuba County SELPA. The YCOE Fiscal Department documents that all special education funds provide special education instruction and/or services to identified students

with disabilities. Such funds supplement and not supplant other federal, state, and local sources apportioned to YCCPCS.

Parent/Guardian Concerns/Complaints

Parent/guardian concerns regarding special education services are directed to the YCCPCS administration. YCCPCS administration and staff address the concerns of the parent/guardian. YCCPCS addresses, responds to, investigates, and takes all necessary action to respond and attend to all complaints involving special education and IDEIA compliance. YCCPCS may initiate a due process hearing concerning an enrolled student as the Charter determines it is legally necessary to meet YCCPCS's responsibilities under federal and state law. If the parent/guardian files for a due process hearing, YCCPCS is responsible for proceedings, including any costs and fees.

Section 504 and Americans with Disability Act (ADA)

YCCPCS recognizes its legal responsibility as a public school of the YCOE to ensure that no qualified person with a disability is excluded from participation, denied the benefits of, or otherwise subjected to discrimination in any school program based on their disability. Any student with an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for accommodation at YCCPCS within the requirements of the ADA. YCCPCS utilizes its Student Success Team process to guide the referral of students for evaluation under Section 504 or the Individuals with Disabilities Education Improvement Act (IDEIA). Once a student is recognized as eligible for accommodations under this provision, a team is established and develops an annual 504 plan.

Professional Learning

YCCPCS has a robust professional development schedule that includes instructional technology. In addition to administrator-identified professional learning needs, YCCPCS staff are surveyed annually to identify self-determined professional development needs. All legally mandated employee trainings are administered through the Yuba County Office of Education Human Resources Department in collaboration with school administration.

Annual Goal and State Priority Alignment

Refer to Element II for information on goals, actions, and outcomes.

Charter Schools Serving High School Students

Alternative Pathways to High School Completion

YCCPCS intends to see students progress through each grade level within one school year, demonstrate expected levels of learning growth, and meet grade-level standards for student achievement. However, YCCPCS also recognizes that the prescribed course of study may not accommodate the needs of some students and follows policy when determining alternative pathways to high school completion. As a result, multiple pathways to graduation exist as follows:

YCCPCS anticipates revising graduation requirements before the end of the next charter term. The revisions will support removing barriers to graduation by providing all YCOE students with two pathways to graduation. Spring 2025 revisions will not constitute a material revision to the Charter.

Graduation Requirements

Progress towards high school graduation shall be based upon the student's ability to pass the subjects and electives necessary to earn the required number of 220 credits for high school graduation:

- 40 Credits of English
- 30 Credits of Mathematics (including Integrated Math 1)
- 20 Credits of Science (must include life science)
- 30 Credits of Social Sciences (including World History, US History, Civics, and Economics or Personal Finance)
- 10 Credits of Foreign Language or Fine Arts or Career Technical Education (CTE)
- 10 Credits of Career Exploration
- 5 Credits of Vocational Education
- 20 Credits of Physical Education
- 5 Credits of Health Education
- 50 Credits of Electives (can include community service)

*Ethnic Studies will be integrated into a required course.

Graduation Requirements for Special Education

Graduation requirements for students with special needs comply with EC 51225.31 and 51225.32 requirements.

- AB 181 Alternate Diploma Pathway outlines a route for students eligible for the CAASPP Alternate Assessment. Students complete coursework aligned with standards and earn a diploma through an alternative pathway. Transition services continue until the age of 22 under IDEA.

- • SB 154 and 102 - Alternate coursework and performance tasks provide a pathway for any student with a disability. These students take regular courses supplemented with alternative coursework or performance tasks. They receive a standard diploma and exit IDEA upon graduation.

Under EC 56390-56392, any student with a disability can attend courses based on their IEP and receive a *Certificate of Completion*. Transition services continue until age 22 under IDEA.

Graduation Requirements for Highly Mobile Students

Graduation requirements for highly mobile students comply with the relevant requirements of 51225.1 and 51225.2.

SB 532 (Caballero) provides additional allowances for students in foster care, experiencing homelessness, children of military families, and former students of juvenile court schools. Several additional allowances are made for migratory and immigrant students. The requirements of this Senate Bill are currently in effect through January 2028.

Homeless and Unaccompanied Youth

YCCPCS aligns services with the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA) 20 U.S.C. Section 1400 et seq., and associated regulations, including but not limited to AB 1806 for homeless and unaccompanied youth, AB 216 for Foster Youth, and AB 2306 for youth who have been incarcerated, attended a court school, and meet eligibility requirements. These bills provide for reduced credits required to earn a high school diploma. Under AB 1806, AB 216, and AB 2306, the requirements for English are reduced from 40 to 30, and Health and elective requirements are removed, reducing the total credits needed to graduate to 130.

Financial Aid/FAFSA/ CA Dream Act

As required by Education Code 51225.8, YCCPCS ensures pupils in grade 11 are advised to complete lessons on the CalifoniaColleges.edu platform. During their senior year, YCCPCS students are supported by staff to complete the FAFSA/CADAA application. To increase access to financial aid, California enacted legislation (Assembly Bill 469) requiring local educational agencies, including charter schools, to confirm that all high school seniors have completed a Free Federal Student Aid or a CA Dream Act Application.

Transferability of Courses & Course Eligibility for College Entrance Requirements

YCCPCS complies with the requirement to inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Staff accomplish this through parent orientation and/or meetings and through our school's

accompanying student/parent handbook, which is provided to each family.

Element II: Measurable Pupil Outcomes

Pupil Outcome Alignment

YCCPCS shall submit the LCAP to YCOE annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the YCCPCS charter.

In keeping with these broad principles, as specified in the California State Standards, the following goals, actions, metrics, state priorities, and outcomes have been aligned with LCAP/ WASC plans and with student outcomes described in Education Code section 52060(d). The current year's LCAP, as adopted by the Yuba County Board of Education, is posted on the school's CA Dashboard and website homepage.

Goals, Actions, Metrics, and Outcomes

YCCPCS has established broad goals that reflect the needs of the enrolled student population. YCCPCS reserves the right to use information gathered for the LCAP/WASC annual needs assessment to amend goals, metrics, and outcomes throughout the charter term.

YCCPCS Aligned Plans

Broad Goal	**Description**	
1	*Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.*	
Broad Actions	**Description**	
1.1	Increase student/ family engagement and connectedness to school by improving systems that support a. student/parent access to and use of tools and resources b. activities and events c. communication d. school climate and culture e. inclusion of educational partners as decision-makers f. ongoing progress monitoring of schoolwide goals and actions	
1.2	Articulate and implement procedures to sustain Tier 1 – Tier 3 individualized support for academic, social-emotional, and behavioral student needs by a. early identification of student needs and matching appropriate supports b. increasing attendance for onsite/remote supports, including counseling with attendance tracking to support progress monitoring of implementation and effectiveness c. referencing and fully implementing the YCCPCS MTSS framework d. reviewing, revising, and improving the SST process	
1.3	Articulate and implement college/career pathways procedures, and develop support systems, including a. completing graduation/transition plans b. promoting attendance at college/career exploration activities c. increasing student/family engagement and connectedness with community agencies/partners providing interventions related to substance use, mental health, and college/career transitions	
1.4	Maintain adequate resources and staffing to provide a multi-tiered system of support, including social, emotional, and mental health coaching and referrals.	
Metrics	**State Priorities**	**Outcomes**

% of students with sufficient standards-aligned materials *Source: Local Inventory*	Priority 1b	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	
Annual parent input satisfaction/participation Parent participation *Source: Local Surveys & Tracking*	Priority 3a/3b	85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	
Annual Facility Inspection *Source: Facility Inspection Tool (FIT)*	Priority 1c	0 instances where facilities do not meet at least "good repair"	
% completion a-g requirements % CTE Completers % of students completing a-g and at least one Pathway *Source: CA Dashboard Additional Reports*	Priority 4b-4d	**Overall** >0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway	**Student Groups** Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
Attendance % *Source: SIS/DataQuest*	Priority 5a	**Overall** At least a 90% attendance rate	**Student Groups** Low income: within 5% of overall Disabilities: within5% of overall Hispanic: within5% of overall White: within 5% of overall
4/5-year graduation rate *Source: CA Dashboard*	Priority 5e	**Overall** Maintain a target 4/5-year graduation rate of >75%.	**Student Groups** Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall
Broad Course of Study Percentage of 6-12 students with access to a broad course of study *Source: SIS*	Priority 7a	**Overall** 100% of enrolled students will have access to a broad course of study.	

Programs and services for unduplicated students and students with IEPs *Source: SIS/Local tracking*	Priority 7b/7c	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	
Climate Screener *Source: Locally Tracked CoVitality*	Priority 6c	Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener. Baseline established Fall 2023: 58%	
DASS Alternative Metrics			
1-year cohort grad rate *Source: CA Dashboard*	Priority 8	**Overall** Maintain a target 1-year graduation/ equivalency rate of >80%.	**Student Groups** Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall
1-year cohort CTE rate (Gr 11-12) *Source: CALPADS*	Priority 8	**Overall** Increase annual intro, concentrator and completer course rates by >5% annually.	
Number of students completing college courses *Source: SIS Query/ Report*	Priority 8	>30 students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses	**Student Groups** Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups
% of high school students completing grad plans *Source: SIS (Academic Planner) locally tracked*	Priority 8	100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	

Broad Goal	Description		
2	*Increase educators' capacity to support all students in engagement, learning, and achievement.*		
Broad Actions	**Description**		
2.1	Provide whole group structured staff professional learning a. PLC time to support continuous improvement b. using research/evidence-based instructional and SEL practices c. pedagogy/ instruction focusing on practices specific to alternative education, independent study, and CTE d. ongoing development of a Multi-Tiered System of Support		
2.2	Support continuous improvement efforts by a. monitoring professional learning needs and implementation b. monitoring goal and action implementation, and effectiveness c. monitoring student outcomes and other program data d. looking to other models/programs to determine how practices are implemented		
2.3	By Fall 2026, strive to implement grade level and/or content area PLCs a site level leadership team		
Metrics	**State Priorities**	**Outcomes**	
% of appropriately assigned and credentialed teachers *Source: CALSASS*	Priority 1a	100% of teachers are appropriately assigned and credentialed	
State standards implementation EL access to State and ELD standards *Source: LI Self-Reflection Tool*	Priority 2a/2b	On a 5-point self-reflection tool maintain at least a 4 (80%).	
% of students proficient on CAASPP ELA % of students proficient on CAASPP math	Priority 4a	**Overall ELA:** At least 30% proficient **Overall math:** At least 10% proficient	**Student Groups** Low income: within 5% of other groups Disabilities: within 10% of other groups

Source: DataQuest/ CDE Test Results			Hispanic: within 5% of other groups White: within 5% of other groups
% of EL students making at least one year's progress % reclassified ELs *Source: CA Dashboard ELPI & DataQuest*	Priority 4e/4f	>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	
College ELA and math Preparedness (EAP) *Source: DataQuest 11th gr test results*	Priority 4g/4h	>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments are not applicable to DASS schools	
Chronic absentee % *Source: SIS/DataQuest*	Priority 5b	<15% chronic absenteeism White: within 5% of overall	
Middle school dropout rates High school dropout rates *Source: DataQuest*	Priority 5c/5d	**Overall** Middle school dropout 0% High school dropout <15 %	**Student Groups** Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
Suspension Rate *Source: DataQuest*	Priority 6b	Maintain > 1% suspension rate and 0% expulsion rate	
DASS Alternative Metrics			
Credit Completion *Source: SIS Query/ Report*	Priority 8	**Overall:** Students will complete a minimum of 25 HS credits on average each semester	**Student Groups** Low-income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups

Annual staff PD survey results *Source: Locally tracked*	Priority 8	100% of teachers will be surveyed to determine their professional learning needs.	
% of students making one year's growth on the local assessment in ELA and Math *Source: Locally tracked online platform*	Priority 8	**Overall Reading:** At least 60% making one year's growth in ELA **Overall Math:** At least 40% making one year's growth in Math	**Student Groups** Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall
% professional development attendance & implementation *Source: Locally Tracked*	Priority 8	100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.	

Element III: Student Progress Measurement

YCCPCS believes at-promise students deserve a rigorous and supportive learning environment, so staff utilize several measures of progress to ensure students achieve academically and are prepared for college and/or career opportunities. YCCPCS's choice of methods to assess pupil progress is based on the following beliefs about assessment:

1. Different types of assessments must be used to obtain a complete picture of a student's growth.
2. Assessments should focus on a student's progress toward a proficiency standard rather than comparing a student's performance with that of other students.
3. The desired student outcome and the means used to assess it should be closely related.
4. Assessing what students do with knowledge is as important as assessing what knowledge they have.
5. Assessment should promote and support reflection and self-evaluation among students, staff, and parents.

Local Assessments

- Teachers regularly use standards-aligned formative and summative assessments (publisher and teacher-designed) in their courses (quizzes, tests, performance tasks,

demonstrations, projects, and exhibitions).

- The Renaissance STAR assessment measures student progress toward reading and math standards. This adaptive assessment tool is administered multiple times throughout the year. Data is analyzed regularly throughout the year to analyze student growth, determine needs, and guide curricular and instructional strategies.

State Assessments

YCCPCS meets all statewide assessment requirements pursuant to Education Code Sections 60605 and 60851 and any other assessment requirements applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). State assessments provide parents/guardians, teachers, and educators with information about how well students learn and become college and career-ready. The test results may be used for local, state, and federal accountability purposes, including using the CA Dashboard data as one indicator to renew its charter every five years.

Assessment Methods

While all students must achieve the required standards to graduate, not all progress simultaneously. Progress is evaluated based on individual abilities, interests, and talents.

In addition to the measurements mentioned above, methods by which student progress is assessed will be through a variety of the following:

- Weekly review of work:
- Annual portfolios (at least 2 work samples per subject area each semester)
- STAR Renaissance administered 3-4 times a year for English Language Arts and Mathematics
- Observations by parents and teachers
- Criterion-referenced assessments aligned with California State Standards
- Student grades and completion of credits
- Student presentations
- Participation in enrichment activities (such as field trips and guest speakers)
- CTE pathway completions

Local assessment data is disaggregated, tracked, analyzed, and used for instructional and site plan decision-making.

Element IV: Location of Each Proposed Charter School Facility

YCCPCS is located at 1104 E Street, Marysville, California, 95901.

The facility accommodates a personalized learning program. It provides enough space for teacher preparation for individual student-teacher meetings and on-site preparation and implementation of supplemental support, including, but not limited to, tutoring group instruction and CTE classrooms.

Element V: Governance Structure

Legal Organization of the School

Yuba County Career Preparatory Charter School (YCCPCS) is a public charter school authorized by the Yuba County Board of Education and administered by the Yuba County Superintendent of Schools through the Yuba County Office of Education (YCOE). YCCPCS follows all policies adopted by the Yuba County Board of Education (YCBE) and the Yuba County Superintendent of Schools.

Governance

The Yuba County Board of Education's Role as the Charter Governing Board

The Yuba County Board of Education is the governing board for YCCPCS. It retains roles and responsibilities as such as defined in Education Code 1040 – 1047. YCBE is responsible for but is not limited to, approving YCCPCS's annual budget, adopting the annual LCAP and core curriculum, and acquiring real property for housing programs and services.

The Yuba County Board of Education's Role as the Authorizing Agency

As the authorizing agency, YCBE is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The YCBE is accountable for reviewing and acting on requests for charter petition renewal and material revisions and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Role of the Yuba County Office of Education

The YCOE provides direct oversight of the charter school on behalf of the YCBE.

YCOE maintains an agreement with the YCCPCS, which provides business and administrative, personnel, accounting, payroll, budget development and support, maintenance, operations, and Special Education services for YCCPCS. YCOE is also responsible for supporting the acquisition of real property for housing programs and services and setting and monitoring the implementation and effectiveness of long-term goals and student progress.

Conflict of Interest Statement

The YCBE and the YCOE fully comply with conflict-of-interest regulations of the Political Reform Act Government Code Section 1090.

Role of the Charter Advisory Council (CAC)

Parent and community involvement in operating YCCPCS is integral to ensuring the school program addresses the needs, concerns, and expectations of the students, families, and communities of students served as defined in Education Code 47605(c)(5)(D).

As outlined in the Bylaws, the CAC has not less than five members: the school administrator, two (2) staff members, one (1) student, and up to three (3) parents/community members that reflect the demographic population served. The CAC is the advisory body for charter school business and any mandated partner input, e.g., the LCAP educational partner group. The CAC will meet publicly no less than four times annually and:

- Supports the development of site plan goals, actions, and expenditures related to LCAP, Charter, WASC, and grants, especially those focused on family and community engagement.
- At a minimum, evaluate the progress made toward school goals biannually to improve the academic achievement of all students.
- Provides an ongoing, data-driven review of the implementation and effectiveness of the school site plan(s).
- Offers recommendations to the Yuba County Board of Education for modifications to the site plan(s) whenever a significant change in planned activities or expenditures is necessary to address identified needs.
- Supplies site plan goals, actions, and expenditure recommendations to the YCBE.
- Adheres to procedures for material changes to plans whenever needed.
- Executes all other duties assigned to the CAC by the YCBE, the County Superintendent, or a designee, as well as those required by state law.

- Reviews and approves applicable expenditures in compliance with state and federal laws and regulations.
- Contributes input on general school issues and other charter school interests and activities.
- Provides insights into opportunities for engagement with educational partners and schoolwide events.

The CAC complies with the provisions of the Greene Act.

The recruitment of advisory council members occurs in multiple formats, including the beginning of the school year publications, back-to-school night, website, campus, community posting, and personal conversations. Detailed bylaws are available in the Appendix 5.

Role of Site Leadership

YCOE, under the direction of the County Superintendent, supports the program's overall vision. The school director and operations administrator provide instructional leadership and oversight of the day-to-day operations.

This administrative team:

- Makes - Recommends hiring staff.
- Evaluates staff performance.
- Engages parents and staff.
- Administers and oversees student activities.
- Monitors curriculum implementation.
- Implements school policies.
- Collaborates with the C & I Director to select or pilot instructional materials.
- Recruits community and business partners.
- Develops partnerships with Yuba County One Stop.

Participates in school and community affairs.

- Promotes professional and academic excellence.
- Plans, organizes, and directs Special Education programs.
- Manages technology programs.
- Administers budgets and related fiscal responsibilities.
- Ensures regular communication between school and home; and,
- Resolves personnel and student issues.

Element VI: Qualifications for Employment

YCCPCS follows YCOE's approved organizational chart. YCOE is deemed the exclusive public-school employer of YCCPCS employees for purposes of the Educational Employment Relations Act, as described in Education Code Section 47605(b).

Staff Qualifications for Employment

Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. YCCPCS strives to ensure all instructional staff, including certificated teachers and classified instructional paraprofessionals, are highly- qualified and compliant with federal ESSA requirements.

Qualifications of all certificated or non-certificated employees recruited and hired at YCCPCS follow YCOE hiring practices. Employees hired to provide instruction, supplementary instruction, management, and support services are established and defined in YCOE job descriptions.

Evaluation Process

Employees are evaluated by procedures established in YCOE Board Policy and bargaining unit agreements as appropriate for each position. Coaching is an integral part of supervision.

Other Learning Support Providers

Classroom or parent volunteers, speakers, outside experts, and others may support student learning and may volunteer their services, be paid as independent contractors, or be hired as YCOE employees in accordance with Board Policy.

Element VII: Health and Safety Procedures

Health and Safety Procedures

YCCPCS follows the YCOE's health and safety procedures in alignment with Board Policy and maintains a Comprehensive School Safety Plan used as a training and reference guide for emergencies. This plan is reviewed and updated annually by YCOE’s Advisory Council and

Deputy Superintendent to ensure school safety and security. YCOE maintains the required Illness and Injury Prevention Plan (IIPP) and Workplace Violence Prevention Plan and trains school staff on the same schedules as all YCOE schools.

YCCPCS follows the requirements of Education Code 47605(b)(5)(F) pursuant to the CA Charter Schools Act. The school's CAC reviews the School Safety Plan annually by March 1. YCCPCS presents the safety plan to the YCOE each year, and the plan is reviewed with the staff.

The plan's components meet or exceed the requirements established in Ed Code 32282(a)(2)(A)-(L). The plan includes appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

YCCPC's Safety Plan includes a response to sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, as required of a school district or county office of education comprehensive school safety plan. YCCPCS does drills for emergencies, including lockdowns, fires, and earthquakes. Emergency Evacuation Drill logs are kept in the administrative office. The Catapult system is used for communication during emergencies. YCCPCS does not perform active shooter/assailant drills but does maintain a Workplace Violence and Injury Prevention Plan (AB 1858 and AB 2887).

YCCPCS has a procedure for identifying a refuge shelter for all students and staff to use in the event of an evacuation order and notifying the fire department responsible for the school site. The school is not located in high or very high fire hazard severity zones, as identified by the State Fire Marshal. It maintains a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff. The plan details a decision process for determining whether an evacuation is appropriate. The evacuation procedures are coordinated with the fire department (AB 2968).

Learning Continuity Plan

YCCPCS maintains a Learning Continuity Plan for emergency closure, as required for ADA collection. This plan is embedded in the school's Safety Plan. General topics addressed include virtual platforms and digital resources, communication protocols, assignment distribution and submission, student support, engagement, professional development, and evaluation of the Plan.

Facilities

The facility meets the requirements of the Americans with Disabilities Act. It does not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs offered.

YCOE's Maintenance and Operations division annually conducts a school facility inspection using the Facility Inspection Tool (FIT). YCCPCS administration reviews the FIT report with the YCOE Director of Maintenance of Operations and collaborates on facility repairs and improvements.

Element VIII: Achieving a Racial and Ethnic Balance Among Students

YCCPCS intends to achieve a racial and ethnic balance among the charter school's students that is reflective of the general population residing within the territorial jurisdiction of the YCOE:

- Development of promotional and informational materials that appeal to various racial and ethnic groups within the school community, including the translation of all materials into languages that reflect the community's diversity.
- • Inclusion of YCCPCS on the list of school programs offered by YCOE.
- • Distribution of promotional and informational materials through the school site and website, the YCOE website, and community groups and partner agencies that serve the diverse racial, ethnic, and interest groups within the school community.
- • Promotional materials clearly state that the charter school will serve ALL students.
- • An enrollment process designed to remove barriers and encourage enrollment from all student groups.
- • Scheduling outreach meetings to engage prospective students and their parents.
- • Assigning staff to support and align the recruitment and enrollment processes.

Element IX: Annual Independent Financial Audits & Impact Statement

Independent Annual Audit

YCCPCS will be audited annually at the same time as YCOE performs its audit process. The

audit verifies the accuracy of the school's financial statements, revenue-related data collection reporting practices, attendance and enrollment accounting, and internal controls.

YCOE Fiscal Services is responsible for contracting with an independent auditor and overseeing the audit process. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider to conduct the audit in accordance with Generally Accepted Auditing Standards and the Audit Guide issued by the Controller of the State of California. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The K-12 public school guidelines for Independent Study will be evident in the annual audit as per Education Code 47612.5(b).

The audit will be conducted in accordance with generally accepted accounting principles. On or before December 15, YCOE Fiscal Services will forward a copy of the annual independent financial audit report for the prior fiscal year will be forwarded to the YCBE, the County Superintendent of Schools, the State Controller, and the State Department of Education. Audit exceptions may be resolved by this time.

The YCOE Director of Fiscal Services will review any audit exceptions and, with input from the Superintendent, will provide recommendations for resolutions. YCCPCS and the YCOE fiscal team will work collaboratively to resolve any remaining audit exceptions to the satisfaction of the Yuba County Superintendent of Schools before reporting to the YCBE. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

Civil Liability

YCCPCS is a YCOE school with the same civil liability impact on the organization as any other YCOE school or program. There will be a Memorandum of Understanding (MOU) between the YCOE and YCCPCS.

Element X: Suspension and Expulsion Procedures

In keeping with relevant laws protecting students' constitutional rights, YCCPCS follows YCOE policy and procedures for suspension and expulsion. A policy may need to be amended occasionally, but if the amendments comply with legal requirements, the charter will not need

to be amended.

Discipline includes but is not limited to advising and counseling students, conferring with parents/ guardians, using positive/restorative practices, using alternative educational environments, suspension, and expulsion. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Each school employee must enforce the school rules on student discipline and communicate rules to students in an age-appropriate manner. The school maintains student discipline procedures detailing expectations for appropriate behavior and communicates these expectations in the handbook. As part of the data confirmation process, students and their parents/guardians must verify in writing that they have reviewed and understand these procedures.

While YCCPCS uses a Multi-Tiered System of Support to implement proactive interventions/ support and strives to implement alternatives to traditional punitive disciplinary actions, there may be times when a student(s) may need to be suspended or expelled for any reasons enumerated in California Education Code 48900-48915, and in the YCBE Policies and Administrative Regulations.

Due Process

YCCPCS follows procedures established in the Board Policies and Administrative Regulations. Depending on the length of the suspension, or if seeking expulsion, the student will receive "oral or written notice of the charges against them," "an explanation of the evidence that supports the charges, and an opportunity for the pupil to present his or her side of the story," or "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."

For any non-voluntary removal, the student's parent or guardian receives written notice of intent to remove the pupil no less than five (5) school days in advance. The parent/guardian will have the right to challenge the non-voluntary removal under the same procedures as an expulsion.

YCCPCS shall not involuntarily remove a student for any reason unless the parent or guardian of the pupil receives written notice, and that ensures the written notice is in the native language of the pupil or the pupil's parent or guardian. Parents/guardians have the right to access the

SELPA as a resource for support.

Suspension

Suspensions of 1-5 days shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee. The conference will include the student, his or her parent, and the teacher, supervisor, or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines an emergency exists. An emergency involves a clear and present danger to the lives, safety, or health of students or YCCPCS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be allowed to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for the failure of the pupil's parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

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

The Director or designee will make this determination upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process or
2. the pupil poses a threat or danger to others.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian, or another 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 8, 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 in to the teacher by the student either upon the student's return to school from suspension or within the timeframe initially 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.

A teacher may suspend any student from his or her class for the day of and the day following any act enumerated in Education Code Section 48900.

The Director may use their discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Education Code Sections 48900(v) & 48900.5.

For suspensions of fewer than ten (10) days, the Director will 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 their side of the story.

Based on the intended population served in a county office of education school program and YCCPCS Dashboard Alternative School Status (DASS), students are not suspended for more than 10 days.

Existing dispute resolution procedures outlined in the SELPA apply to any disputes that may occur within educational entities regarding the provision of special education services in YCCPCS. The County Board of Education serves as the board of last appeal.

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

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, sold, 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.

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 a 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 their own prescription products by a pupil.

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 subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which include, but is not limited to, electronic files and databases. For purposes of this section, "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 his or her own safety or for his or her 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 his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

r) 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 section shall

apply to pupils in any of grades 4 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 classwork, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i) "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:

1) 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

3) Causing a reasonable student to experience substantial interference with academic performance.

4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii) "Electronic Act" means the creation or transmission originated on or off the school site 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:

1) A message, text, sound, video, or image.

2) 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, "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.

iii) 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 pupil 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 pupil 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 Charter School employee, with the Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when

it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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 Charter School employee, with the Executive Director 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 or committed a sexual battery 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.

Expulsion

In the case of expulsion, the Director will recommend to the YCBE of actions to be taken, and the parent(s) will receive advance written notification of the actions to be taken and procedures for appeal.

Unless the Director or Superintendent finds that expulsion is inappropriate due to circumstances or that an alternative means of correction would address the conduct, the Director, Superintendent, or designee shall recommend a student's expulsion for any of the following acts:

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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, sold, 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.

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 a 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, including, but 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 their prescription products by a pupil.

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 subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which include but is not limited to, electronic files and databases. For purposes of this section, "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 his or her own safety or for his or her 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 his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

r) 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 section shall apply to pupils in any of grades 4 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 classwork, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i) "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:

1) 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

3) Causing a reasonable student to experience substantial interference with his or her academic performance.

4) 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.

ii) "Electronic Act" means the creation or transmission originated on or off the school site, 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:

1) A message, text, sound, video, or image.

2) 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, "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.

iii) 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 pupil 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 pupil 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 (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife 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 Director or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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 Director 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 or committed a sexual battery 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 the Administrative Panel and/or Board of Education determines that a student has brought a firearm or destructive device (defined in Section 921 of Title 18 of the United States Code) onto campus or has possessed a firearm or dangerous 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 pupil shall receive due process rights of notice and a hearing as required in this policy.

YCCPCS 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) that 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 a term does not include an antique firearm.

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

Corporal Punishment

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. 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.

Element XI: CA State Teacher Retirement System

YCCPCS employees participate in STRS, PERS, or Social Security based on individual eligibility. The YCOE monitors enrollment in these programs.

Element XII: Dispute Resolution Procedures

YCCPCS follows all YCOE policies when handling disputes. The County Superintendent recognizes that the YCOE is responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs and encourages the early, informal resolution of complaints whenever possible and appropriate. The County Superintendent shall adopt the uniform system of complaint (UCP) processes to resolve complaints that cannot be resolved through an informal process.

The County Superintendent recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to resolve the complaint that is agreeable to all parties.

YCOE shall protect all complainants from retaliation. In investigating complaints, the parties' confidentiality shall be protected as the law requires. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the County Superintendent or designee shall keep the identity of the complainant and the subject of the complaint, if they are different from the complainant, confidential when appropriate and if the integrity of the complaint process is maintained. When an allegation that is not subject to the UCP is included in a UCP complaint, the YCOE shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the YCOE's UCP.

Notifications

Parents, staff, and the community are informed of the UCP process through the YCCPCS parent notices, parent/guardian handbook, and the website.

Element XIII: Admission Requirements

Enrollment Interest Forms are collected throughout the year. Each form is date and time stamped when submitted. This form becomes a part of the official lottery process if a lottery needs to be conducted. To best support the student population served, the school may support the parent or guardian of a student or a student of legal age with making a request to a current or prior school to release transcripts or other relevant records to YCCPCS to determine appropriate course placement and support.

Public Random Drawing Process

The school will count *Interest Forms* to determine whether any grade level received more interest than availability. YCCPCS strives to admit all pupils wishing to enroll, so when there are more openings than *Interest Forms,* all students are enrolled. A waitlist is established by the date and time the *Interest Form* is received for any grade levels or programs filled after that and for the balance of the academic year.

YCCPCS adheres to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). If the YCCPCS receives a greater number of *Interest Forms* than there are spaces for students in a grade level, impacted grade level admission will be determined through a public random drawing process, without regard to ethnicity, national

origin, gender, disability, achievement level, or according to the place of residence of the pupil or parents, except as guided by state law concerning county operated charter schools.

As needed, a random public drawing will be held before the start of school. It will occur in a public place on the school campus that can accommodate all interested educational partners. An uninterested third party will run the public random drawing. Parents do not have to be present at the drawing to accept their spot, should their child's name be drawn. Parents whose students are admitted to the drawing will be notified within a week of the drawing, either in writing or by phone. Families are encouraged to call the school office to inquire about their child's enrollment status. Currently, enrolled students are exempt from the public random drawing process.

Admission preferences in the case of a public random drawing shall be granted to

1. siblings of currently enrolled students
2. residents of Yuba and Sutter Counties
3. all other applicants

In accordance with Education Code Section 47605(c)(5)(H), these preferences are not likely to negatively impact the racial, ethnic, and unduplicated balance YCCPCS strives to reflect.

After the public random drawing, all students not granted admission due to capacity shall be allowed to put their name on a waitlist according to their draw in the public random drawing. This waitlist will allow students to enroll in the case of an opening during the school year. A wait list will never carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated on the YCCPCS's website. Once the application deadline has passed, public notice of the date and time of the random drawing will also be posted. The YCCPCS will inform all parties having submitted an *Interest Form* and all other interested parties of the rules to be followed during the public random drawing process. Communication will be delivered via mail or email at least two weeks before the drawing date.

When grade-level capacity is reached after the start of school, families interested in enrollment will be added to the grade-level waitlist on the date and time order requests are received. The families will be placed at the end of any preexisting public random drawing waitlist defined above.

Enrollment Process

At enrollment, parents/guardians of new students will :

- Attend an orientation and complete enrollment forms, including emergency information cards.
- Provide records, including immunization records, as required by public schools.
  - Students enrolling as foster/homeless youth may enroll immediately without required documentation and must still provide required documentation within a reasonable amount of time.

Based on a review of transcripts, high school students are assigned a grade level in the student information system that correlates with the total credits earned.

Students are enrolled in YCCPCS vocational and other site-based courses based on their desire to learn a particular set of skills.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in an independent study program unless an Individualized Education Program (IEP) specifically provides for that participation (EC51745(c)).

Written Agreement for Independent Study

After enrollment, each student and their parent/guardian will complete and sign a Master Agreement indicating their understanding of the partnership with the school, its philosophy, services, requirements, and expected student learning outcomes. Continued enrollment will depend on all partners meeting the expectations and conditions of the Master Agreement. Either member of the partnership may withdraw from the Master Agreement as appropriate or necessary.

Students are required to complete the courses listed on the Master Agreement for Independent Study each semester as they are outlined in the YCCPCS course descriptions. All course objectives are consistent with the established guidelines. Assignment and Work-Record Forms include additional descriptions of the primary objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. The purpose of the master agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the assignment and work-record forms that will be part of this agreement.

As outlined in the policy, up to two weeks may elapse between the date the teacher makes an assignment and the date it is due unless the period is officially extended. The student agrees to meet with or report to the teacher regularly in accordance with the frequency, date, time, and location specified in the course contract or the assignment and work record.

The Master Agreement is aligned with the California Education Code and local policy and shall serve as the YCCPCS procedure for independent study. It may be amended occasionally without the need to amend the charter so long as the amendments comply with legal requirements (Appendix 8).

Element XIV: Public School Attendance Alternatives

Attendance at YCCPCS is entirely voluntary for students who enroll. District-of-residence public schools remain an option for all students who choose not to attend this charter school. The parent/guardian of each pupil shall be informed that the pupil has no right to admission to a particular school or any local educational agency because of enrollment in YCCPCS, except to the extent that the individual local educational agency extends such a right.

Element XV: Post-Employment Rights of Employees

All employees of YCOE will remain employees of the YCOE Superintendent and bound by the collective bargaining agreements between YCCEA, the YCOE Superintendent, and the YCOE CTA. The contract binds former employees of YCOE if they choose to be reemployed. Post-employment rights are followed as stated in the YCCEA and YCOE Superintendent Collective Bargaining Agreement Article 30.b. **Element XVI: Closure Procedures**

If YCCPCS ceases operation, YCOE will dispose of the school's assets and liabilities in accordance with the asset disposition provisions of its rules and regulations.

If it is feasible to do so while still maintaining a viable and appropriate educational program, the charter school will close at the end of an academic year. YCCPCS and the YCOE will work together to avoid mid-year school closures.

Documentation and Notification of Closure Action

The YCBE will document the closure of YCCPCS through official action in accordance with

applicable law. The action will identify the reason for closure, an entity and person or persons responsible for closure-related activities (including notifications), and the effective date of the closure.

Notification to Parents and Students

YCCPCS students will be notified as soon as possible when school closure appears imminent. The notification will include assistance in transferring the student to another appropriate school and a process for transferring all student records.

Notification to the California Department of Education, SELPA, and State Board of Education

YCCPCS and the YCOE will send a notification of school closure to the Charter School Division at the CA Department of Education, the State Board of Education, and the SELPA. This notice will include the charter school name, CDS Code, name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the date of the closure action, the pupils' school districts of residence, as applicable; and how parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, and information to assist parents and students in locating suitable alternative programs.

YCCPCS will 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 they will provide to the entity responsible for closure-related activities.

Notification to Receiving Districts

YCCPCS will notify any school district responsible for providing education services to former students so the receiving district(s) is/are prepared to assist in facilitating student transfers.

Records

In the event of closure, all state assessment results, pupil, special education, and personnel records will be transferred to and maintained by the YCOE in accordance with applicable law. Parents/students will be provided with a packet of student information, including the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc., that will facilitate transfer to another school.

All student record transfers will comply with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g.

Financial Close-Out

The YCOE will commence an independent audit as soon as practicable, or at least within 60 days after the school's closure, which may coincide with the school's regular required annual audit. The purpose of the audit is to determine the school's net assets or net liabilities. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment, and supplies, and an accounting of the school's liabilities, including any accounts receivable, which may include reduction in apportionments because of audit findings or other investigations, loans and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received or due to the school. The cost of the audit may be considered YCCPCS' liability.

YCCPCS will complete and file any annual reports required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action but by the required reporting deadline for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, the school administration and the Superintendent will develop a plan for repaying any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of YCCPCS (i) have been paid to the extent of the school corporation's assets or (ii) have been adequately provided for shall be returned to YCOE.

Required Supplemental Criteria: Financial/ Administrative Plan Financial Budget

The financial budget is maintained by and in collaboration with the YCOE Fiscal Services Department.

Required Supplemental Criteria: Community Impact

YCCPCS is a locally funded charter with an unduplicated student count of at least 70 percent of the school's total enrollment of high-risk student groups. YCCPCS serves students who have not been successful in the traditional school setting via a Personalized Learning Program. As a personalized K-12 Independent Study program serving high-risk student groups, the impact on the local schools is minimal and does not duplicate programs offered by the local districts.

Appendix

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Final Audit Report 2025-04-24

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2025-04-24 - 6:48:30 PM GMT

Document emailed to Cynthia (cynthia.soares@yubacharterschool.org) for signature
2025-04-24 - 6:48:44 PM GMT

Email viewed by Cynthia (cynthia.soares@yubacharterschool.org)
2025-04-24 - 7:17:53 PM GMT

Signer Cynthia (cynthia.soares@yubacharterschool.org) entered name at signing as Cynthia Soares
2025-04-24 - 7:18:31 PM GMT

Document e-signed by Cynthia Soares (cynthia.soares@yubacharterschool.org)
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