YOUTHBUILD CHARTER SCHOOL OF CALIFORNIA

CHARTER RENEWAL PETITION

Presented to Inyo County Superintendent of Schools and Board of Education

Charter Term: July 1, 2026 – June 30, 2031
Submitted January 27, 2026

AFFIRMATIONS AND DECLARATIONS

YouthBuild Charter School of California (the "Charter School") hereby certifies that the information submitted in this Petition for the renewal of the Charter School, authorized by the Inyo County Board of Education ("County"), is true to the best knowledge and belief of Charter School. In accordance with Education Code section 47605(b), we hereby certify that we deem this renewal petition to be complete for purposes of commencing the timelines for the County's review and approval. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall 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 Education Improvement Act of 2004.
- The Charter School shall 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)- (D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)(2)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 C.F.R. Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



January 26, 2026

Phil Matero
Founder & CEO

Date

INTRODUCTION

A petition may be submitted directly to a county board of education in the same manner as set forth in Section 47605 for charter schools that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. Any denial of a petition shall be subject to the same process for any other county board of education denial of a charter school petition pursuant to this part. Education Code Section 47605.5

Notwithstanding any other law, the jurisdictional limitations set forth in this section do not apply to a charter school that provides instruction exclusively in partnership with any of the following:

(1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
(2) Federally affiliated Youth Build programs.
(3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
(4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code.
(5) Instruction provided to juvenile court school pupils pursuant to subdivision (b) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility.

- *Education Code Section 47605.1(f)*

YouthBuild Charter School of California ("Charter School" or "YCSC") submits a charter renewal petition to the Inyo County Office of Education ("ICOE") and the Inyo County Board of Education, pursuant to Education Code Section 47605.5.

The Charter School has created an educational program to serve the needs of youth and young adults, particularly those who have struggled in traditional schools, through partnerships in various conservation corps, Job Corps, Youth Build, or Workforce Innovation and Opportunity Act ("WIOA")-funded programs. Thus, pursuant to Education Code Section 47605.1(f), the jurisdictional limitations in Education Code Sections 47605 and 47605.1 do not apply to the Charter School.

Context: About YouthBuild Charter School of California

YouthBuild Charter School of California holds a unique place in the landscape of California's public charter schools. Its mission is to provide a high school education that leads to a diploma for a distinct group of students. Most YCSC students come from low-income families and underserved communities and have previously left or been pushed out of the traditional school system without a diploma. These young people enroll at YCSC after making their way to one of the many YouthBuild, Conservation Corps or other workforce development programs in the Southern California area that partner

with the Charter School. They enroll in these programs over-aged, under-credited, or both, in order to receive vocational training, counseling, leadership development and an education. Most students are between 16-26 years old, yet they are allowed to re-enroll in the K-12 school because they are a member of a YouthBuild, Conservation Corps, or other workforce development program. This is permitted through an exemption that is written into California Education Code. YCSC provides instruction exclusively in partnership with federally affiliated YouthBuild programs in accordance with Education Code sections 47612.1(a)(2) and 47605.1(f)(2).

The Charter School was launched and continues to be supported by the national organization YouthBuild USA in response to California YouthBuild programs' need for a robust high school diploma-based education option for their students. YCSC first opened its doors in September 2008 to 265 students at three YouthBuild program sites in Los Angeles County with 57 students graduating at the end of the school year. The School has grown a great deal since then. As of September 2025, over 6,500 young people have graduated from YCSC, which now operates 18 school sites across Los Angeles, Riverside, Fresno, San Bernardino and San Diego Counties and serves approximately 1,200 students per year.

The Charter School's innovative learning methods challenge students to meet high expectations and rigorous standards and prepare them to live meaningful lives as active, educated, engaged, self-sufficient adults who are responsible for themselves, their families and their communities. In order to meet the unique needs of its students and prepare them for college and the workplace, YCSC developed a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning. This curriculum model provides numerous opportunities to connect a standards-based education to program activities and vocational training at the YouthBuild or workforce development program, geared towards creating social justice in the communities where students live. YCSC currently utilizes an internally-developed Authentic and Collaborative Education (ACE) Manual and its assessment competencies (Humanities, STEM, Culture) in congruence with a prioritized set of California State Standards, Common Core Standards, and Next Generation Science Standards.

YCSC believes that, in addition to the skills required for success in post-secondary education and employment, and as contributing citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills, such as self-reflection and self-conceptualization, relationship-building, conflict resolution and work culture fluency. These skills are taught explicitly at YCSC and are reinforced by students' experiences in team projects, leadership development opportunities, and in on-site vocational and life skills training. The School's focus on college and career skill building is supplemented by a hands-on curriculum in leadership and community development. Students prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community and critical awareness of important global issues.

The mission of YouthBuild Charter School of California is to cultivate collaborative learning communities in which every student has the right to an authentic education, plays a meaningful role in creating positive social change, and becomes an active

participant in working towards just conditions for all. YCSC's vision is that all young people, regardless of their circumstances, have access to an education that will prepare them to counter social inequities and realize their full potential. The Charter School respects the power of young people to transform themselves and become leaders in their communities. YCSC is a haven of trust and respect for all stakeholders, where students can prepare for success in careers, post-secondary education and life.

CHARTER RENEWAL CRITERIA

1. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(c)(7)

YouthBuild Charter School of California qualifies as an alternative school participating in the Dashboard Alternative School Status ("DASS"), in accordance with Education Code Section 52052(d). In accordance with Education Code Section 47607(c)(7), the County need only consider the Charter School's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.5(c) and the Charter School's performance on alternative metrics (discussed below). The County may only deny charter renewal upon making written findings that the closure of the charter school is in the best interest of pupils.

Here, YouthBuild Charter School of California has met the charter renewal standards pursuant to Education Code Section 47607(c)(7).

Charter Renewal Metrics

In accordance with Education Code section 47607(c)(7), charter renewal for every DASS school is based on an agreed-upon set of alternative metrics that are developed in collaboration with their charter authorizer. Over the last several years, ICOE and YCSC, in conjunction with a third-party facilitator (A-Game), developed the following set of charter renewal metrics to showcase not only a commitment to continuous improvement but also to track student progress. This quantitative outcome effort is indicative of student success at YCSC, given the unique context of the student population.

Even though we are DASS, YCSC has experienced recent growth on multiple metrics from the California School Dashboard when comparing results from 2023 and 2025:

- ✓ Our schoolwide Distance from Standard ("DFS") in ELA improved, growing 16.3 points.
- ✓ Our schoolwide DFS in Math improved, growing 3.5 points.
- ✓ Our English Learner Progress Indicator improved, growing from 5.7 percentage points.
- ✓ Our suspension rate has remained at 0% each year.
- ✓ Our graduation rate increased, growing 10.2 percentage points.
- ✓ We met all of the Local Indicators each year.

The following are the four alternative metrics for YCSC Charter Renewal that YCSC created with the County's approval. These metrics are intended to be used as goals for student success, not as required minimums.

- Credits Earned: Each year, YCSC tracks credits earned at YCSC and compares these numbers to the credits earned at the students' previous high school
- One-Year Graduation Rate: Each year, YCSC attempts to either improve its one-year graduation rate and/or keep its graduation rate over 70%
- Positive Transition Rate: Each year in June, YCSC documents the reasons that students exit the school and tracks the percentage of students who exit with a positive transition. These positive transitions include:
    - Graduating/Earning a high school diploma
    - Transferring to another public school
    - Moving up one grade level
    - Returning to school next school year
    - Transitioning into a job or apprenticeship through YouthBuild or workforce program partner
    - Transitioning to a full-time job
    - Earning a Career and Technical Education Certification
- Social Emotional Development: Each year, YCSC documents the social emotional development of young people using the Panorama social emotional development platform. YCSC will assess students on the following four Panorama scales: grit, emotion regulation, learning strategies, and growth mindset.

All of these metrics are in regular use at YCSC, not only for charter renewal, but also for LCAP and other continuous improvement efforts.

Element 1. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

YouthBuild Charter School of California provides an innovative educational program that meets the needs of the youth and young adult participants in various YouthBuild, conservation corps, job corps, or WIOA-funded programs. YCSC engages students who have dropped out of school or who are not succeeding in school.

YCSC's goal for our students is two-fold. First, we want to assist students in their process of growth as they transform into individuals with a solid academic foundation. Secondly, we hope they will become transformative leaders in their communities and will be able to move on to college and/or a career as productive members of society. The foundational philosophical premise here is that young people bring with them the "funds of knowledge" that YCSC staff and partners can build upon to support their growth.

Our approach to student learning in this alternative school niche stands out as a way to honor the journey that young people have travelled to arrive at our door. YCSC takes a project-based approach to learning so that student voice is honored. Their ideas about the changes they would like to propose in communities and in our world become the basis for the projects that make up the learning framework. This is an application of a Freirean approach to learning that engages young people as intellectuals. Students showcase their mastery of academic subject matter through the projects they complete, which are then assessed by teachers with a rubric based on Bloom's Taxonomy. This rubric allows teachers to move students up the scale from merely memorizing facts or gaining a basic understanding of the material, to higher order thinking levels such as analysis, application, and the creation of new understandings of the materials.

Additionally, the Charter School seeks to create self-motivated, competent, and lifelong learners. In partnering with YouthBuild and other workforce development organizations, YCSC provides students with the following:

- Small class size
- An emphasis on developing core academic skills through applied learning and project-based learning
- Counseling, restorative justice practices, tiered interventions, and mentorship
- Preparation for post-secondary transition on to college and/or a career

YCSC complies with the requirement to inform parents about the transferability of its courses to other public high schools and the eligibility of its courses to meet college entrance requirements. The Charter School accomplishes this through regular parent orientation or open house meetings and through the Charter School's student/parent handbook, available online for each family of a student enrolled at the Charter School.

Throughout the Charter School's 18 years in operation, YCSC has found that for many of its students, the traditional educational system has not been effective for them. There are many reasons for this. Many students felt lost in large high schools with overcrowded classrooms. Some felt unsafe or have experienced threats or violence at their previous schools. Additionally, many of them needed more personalized attention from counselors. Furthermore, the majority of young people who come to YCSC have not yet found relevance in what they are learning in their classes before. YCSC offers these young people something different: a chance to reignite or discover a passion for learning in a smaller classroom environment with caring staff who provide one-on-one support.

In partnering with YouthBuild, conservation corps, job corps, or WIOA-funded programs, YCSC is able to meet these students' needs in ways that traditional schools have not. YCSC sites provide small, family-like learning communities of 25-150 students per program, where young people can learn in classrooms of 20 students or less. The School provides an orderly and structured environment, and each student is assigned to a case manager/counselor who meets with them regularly. Finally, YCSC students have the opportunity to experience special services provided by the Charter School's YouthBuild and workforce development program partners, which typically include employment, work-related service projects, and/or artistic opportunities. The School has demonstrated that these experiences provide more real-world relevance, so students can take what they've learned in the classroom into their homes, workplaces, and communities. By connecting school with the community, and by providing a more holistic family-like environment, YCSC has found that its students flourish academically, personally, and professionally.

In addition to these programmatic features, YouthBuild Charter School of California grounds its instructional model in its internally developed Authentic and Collaborative Education (ACE) Manual. This model reflects YCSC's commitment to providing over-aged and under-credited young people with a project-based, interdisciplinary, and competency-based approach to learning. The ACE Manual emphasizes authentic assessments, applied learning, and educational experiences that connect academic standards to real work happening within YouthBuild programs, particularly work that

focuses on community improvement and social justice. Through this approach, students engage in a rigorous standards-aligned curriculum supported by vocational training, leadership development, and counseling. YCSC's mission is not only to support students in earning a high school diploma, but also to prepare them to be transformative leaders who are equipped with the academic skills, workplace competencies, and emotional intelligence necessary to thrive in college, careers, and their communities.

The YouthBuild Charter School of California school day is nontraditional in that it provides a mixture of classroom-based and non-classroom based instruction. Some students are in class Monday through Friday for an average of six hours a day, with vocational training integrated into their regular school day. Other students take advantage of opportunities to spend extended periods of time on construction sites or other worksites where they are able to apply vocational skills learned in the classroom to real world settings. This combination of workplace skills development and classroom-based academics varies from location to location and is adjusted for students according to their career goals and the number of credits remaining for them to complete high school.

Across the various locations where the School operates, the school year may be divided into three 3-month trimesters or into smaller units of time, as deemed most beneficial for the students at the school site. The partnering organizations' schedules and opportunities for workplace learning are taken into account to determine the best schedule for the site. At every location, students are offered at least the minimum number of required instructional minutes. Up to 20% of students are enrolled in independent study, if that option is the best learning option, based on their educational needs and life responsibilities.

In a typical YCSC classroom, students receive instruction in groups of 20 pupils or less. The school day typically consists of six one-hour periods per day, with each period focusing on a different subject. Students rotate between different teachers, although at a small campus of 25-50 students, students may have the same teacher more than once per day. Each student is assigned their class schedule for the duration of the school trimester or term. For core classes (math, English, history, and science), teachers use instructional materials that are aligned with the California Academic Content Standards, including Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), and create supporting lessons and unit plans in accordance with the standards as well. Each YouthBuild Charter School of California site requires that all students complete 200 credits in approved course subject matter, except for students who qualify for specific state and board-approved credit reductions. In addition, state requirements for additional courses will be followed (e.g., Personal Finance commencing for students graduating in the 2030-31 school year). With specific regard to the core subjects, YouthBuild Charter School of California requires students to complete:

- 30 credits of English
- 10 credits of Algebra
- 10 credits of Math
- 5 credits of Government
- 5 credits of Economics

- 10 credits of US History
- 10 credits of World History
- 10 credits of Biology/ Life Science
- 10 credits of Physical Science
- 10 credits of Art/Foreign Language
- 10 credits of Technology
- 5 credits of Health
- 5 credits of Life Skills
- 5 credits of Community Service
- 65 credits of Electives
- A Senior Portfolio

Target Population

YouthBuild Charter School of California serves a population of young people who struggled in and/or did not complete traditional high school prior to coming to one of our partnering YouthBuild, conservation corps, job corps, or WIOA-funded agencies. Some young people come to YCSC after being out of school for several years and are looking for a chance to re-engage with their education. Others come to YCSC after being referred by a school counselor when it is clear that they will not be able to graduate from their traditional high school on time. YCSC has found that although a wide range of skill levels are present within its student body, on average most students come to the School with large gaps in their educational foundations and require significant levels of remediation.

The challenges to learning come in many ways. Approximately 92% of YCSC students qualify for free or reduced-price lunch, and most come from socioeconomically disadvantaged communities. Around 18% of YCSC students are English Learners; between 15-20% are experiencing homelessness or housing insecurity; and approximately 11% are in Special Education.

As to ethnic backgrounds, 73% are Hispanic or Latino, 23% are Black or African American, and 3% are Native American.

Overall, it is clear that many YCSC students were not well served by the traditional school system, while others experienced personal challenges that made it difficult to remain in school in the past. Regardless of their path to our school, YCSC meets their educational needs through its unique program.

Community Action Projects

YCSC developed Community Action Projects (CAPs) as a key school feature in order to promote project-based learning, democratic education, student agency, leadership development, and culturally sustaining pedagogy. Each trimester, YCSC staff members at each site collaborate with their YouthBuild/ nonprofit partner agencies to create curricula and programs that are responsive to the needs of the communities they serve. This is part of a Social Investigation (SI) process where students research and study issues in their communities. Teachers work with students to form one "essential question" for all of their courses to guide how learners will engage in a course of study. Throughout the trimester, students explore answers to their essential questions--questions about

leadership, the balance of power, and social justice. Students are empowered to take what they learn in the classroom into their communities to promote social justice through involvement, leadership and advocacy.

At the end of each trimester, YCSC students work together with teachers to create a culminating community action project, created in collaboration with the YouthBuild/nonprofit partners. CAPs range in size and approach based on the needs in each community where our schools are located and the capacity of the team at each site to connect with community members, local businesses and non-profits, elected officials and leaders. The aim of each CAP is to address a community need identified during the SI process, help students build leadership skills, and provide a cumulative assessment of student learning in the classroom. Examples of past CAPs can be found on the School website.

Personalized Learning

As described earlier, one of YCSC's most effective tools in meeting the needs of students is through having a low student to staff ratio, which is currently 10:1. YCSC does this by prioritizing teaching, counseling, and support staff members as we prepare our budgets each year. Additionally, the school places 1-3 Masters of Social Work (MSW) interns at each site. Having a lot of staff gives high-need students the opportunity to receive more personalized attention from their teachers, and it allows teachers greater flexibility to personalize curricula and assignments to meet students' needs. The MSW interns provide personalized counseling, link students to support services, support YCSC's Wellness Centers, and lead workshops in Life Skills, amongst other tasks.

YCSC teachers and counselors develop and implement personalized learning plans for every single student. These plans include establishing academic and personal assessments to build a student profile; setting SMART Goals; designing flexible postsecondary pathways; implementing project-based learning catered to the student's interests and talents; leveraging technology, such as our LMS and SIS, to track student progress; fostering student agency through the ACE Manual competencies; creating collaborative learning environments for students to demonstrate mastery of their goals, such as Community Action Projects; and creating opportunities to monitor and adjust these personalized plans during regular check-ins with staff members.

In order to meet student needs, the Charter School also leverages staff members from its YouthBuild/ non-profit partnering agencies, including vocational instructors, case managers, and support staff. Through YCSC's partnerships, students are able to take classes in vocational education such as culinary arts, advanced manufacturing, digital art, recording arts, and construction. This further decreases the staff to student ratio and increases the educational and training opportunities for students.

Many of YCSC's YouthBuild/non-profit partner agencies also provide additional counseling and case management services to students. Some of this is specialized counseling, such as career/college counseling, mental health support, legal services, or substance abuse intervention. This extra counseling and support provides students with individualized help and resources to overcome any academic or personal barriers they might face.

An Educated Person in the 21st Century

In order to be an educated person in the 21st century, students must have a combination of higher order thinking skills, life skills of practical application, and an awareness of and involvement in the greater health and well-being of their communities. It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

English Learners

The Charter School shall meet all applicable requirements for English Learners ("EL"), including but not necessarily limited to, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

YCSC will hold regular ELAC meetings to receive family feedback and keep families informed about the rights of their students as well as news regarding standardized testing. Resources will be provided by the Charter School to ensure that students and families receive the necessary support inside and outside of the classroom, including information about graduation waivers for eligible newcomer students. Each trimester, teachers complete EL monitoring forms for each student identified as an English learner or a reclassified English learner to ensure proper supports are being offered within the classroom and to maintain record of student progress.

YouthBuild Charter School follows all state requirements for reclassifying English learners to fluent English proficient status (Education Code 313, 52164.6). The reclassification process includes reviewing ELPAC results using Overall Performance Level 4 as the proficiency benchmark, gathering teacher input on classroom performance, seeking parent/guardian consultation regarding reclassification and placement, and analyzing student performance on the Smarter Balanced Summative Assessment to determine whether the student is performing at or near grade level. Students are reclassified only when they demonstrate English proficiency comparable to native speakers and have overcome any academic deficits resulting from language barriers. Following reclassification, administrators monitor students for at least four years to ensure correct placement and identify any needed academic support.

Special Education

YouthBuild Charter School of California is committed to ensuring that all students with disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), California Education Code, and all applicable federal and state regulations. YCSC works in close collaboration with the Inyo County Special Education

Local Plan Area (SELPA) to ensure that all eligible students receive high-quality, legally compliant services aligned to their individual needs.

In addition to the natural supports built into YCSC's instructional model (small class sizes, individualized instruction, tutoring, case management, project-based learning, and vocational pathways), the School offers a comprehensive system of special education services and supports tailored to our over-aged, under-credited youth who re-engage in school through our partner programs.

LEA Status and SELPA Partnership:

YCSC operates under the ICOE SELPA for special education as a school of the County under Education Code Section 47641(b). The County ensures that all services, assessments, and supports necessary to provide FAPE are delivered to eligible students. YCSC and ICOE annually agree on the distribution of services, funding, responsibilities, and compliance expectations pursuant to Education Code 47646(b). YCSC reserves the right to pursue SELPA membership under Education Code 47641(a), and the County shall not impede this process.

Child Find and Evaluation:

YCSC fulfills all Child Find obligations through annual staff training, clear referral pathways, ongoing progress monitoring, review of incoming records, SEL and MTSS data analysis, and timely completion of evaluations. All assessments are conducted in accordance with IDEA, California Education Code, SELPA procedures, and required timelines. Evaluations are completed in the student's primary language unless otherwise justified.

Learning Center Model and Specialized Academic Instruction:

YCSC operates a Learning Center at each school site, serving as the primary location for Specialized Academic Instruction (SAI). Learning Centers provide:

- Learning Center and Study Skills classes 3 to 5 times per week
- Individualized and small-group instruction aligned to IEP goals
- Push-in and in-class support as appropriate
- Direct instruction in organization, executive functioning, and self-advocacy
- Collaboration with general education teachers to ensure accommodations and modifications are implemented
- Tutoring and academic intervention
- Monitoring of academic and behavioral progress across courses

Learning Center classes earn elective credit and are designed to increase a student's ability to access general education classes successfully.

Related Services (Speech & Language, Counseling, and More):

YCSC ensures that students receive all related services required by their Individualized Education Programs, which may include, but may not be limited to:

- Speech and Language services (articulation, language therapy, social communication)
- Counseling and mental health services, including ERHM and ERICS as appropriate
- One-to-one SPED aides or tutors for academic or behavioral support for high need sites
- Individualized interventions
- Collaboration with mental health providers and service agencies
- Crisis response and safety support when needed

These supports are assigned based on IEP recommendations and student needs.

Transportation Services:

When transportation is required to implement a student's IEP, YCSC provides appropriate transportation services. Transportation decisions are made by the IEP team, documented in the IEP, and monitored to ensure student safety, consistency, and access to the educational program.

IEP Meetings and Parent or Adult Student Participation:

YCSC ensures meaningful participation of parents and adult students by offering:

- In-person and virtual IEP meetings via Zoom
- Interpretation services in the family's primary language
- Flexible scheduling options
- Electronic signature procedures for all documents

Procedural safeguards are provided and explained in the parent or adult student's primary language.

Ongoing SPED Collaboration, Professional Development, and Site Supports:

YCSC maintains a structured system of communication and monitoring to ensure consistent implementation of IEPs across all campuses. This includes:

- Monthly Learning Center teacher meetings led by the SPED Coordinator
- Monthly site-level SPED caseload meetings with the Learning Center Specialist, site counselor, site leadership, and relevant staff

Department of Rehabilitation Partnership:

YCSC partners with the California Department of Rehabilitation (DOR) to expand transition services for students with disabilities. Through this partnership, students receive:

- Vocational assessments
- Workforce readiness and career preparation
- Job placement support
- Postsecondary transition advising
- Access to DOR Student Services for employment and education planning

Progress Monitoring and Reporting:

YCSC monitors student progress toward IEP goals using VIP Goal Progress Reports completed twice per trimester. Teachers, Learning Center Specialists, and counselors review data during monthly site-level SPED meetings. Progress reports are mailed or provided to parents and adult students and discussed at IEP meetings. Students with multiple incomplete courses participate in a Student Success Plan developed collaboratively with staff to identify barriers, set goals, and determine interventions.

Least Restrictive Environment (LRE):

YCSC is committed to inclusive practices and ensures students with disabilities access to all general education classes, project-based interdisciplinary learning, vocational training, leadership development, and workforce preparation opportunities. More restrictive placements are considered only when supplementary aids and services are insufficient to meet a student's needs in general education settings.

Discipline Procedures for Students with Disabilities:

YCSC adheres to all IDEA requirements regarding disciplinary protections. Before any change of placement is considered for a student with an IEP, the school conducts a Manifestation Determination Review within 10 school days, examines all relevant data, and considers behavioral supports, ERMHS services, functional behavior assessments, and behavior intervention plans. Restorative practices are prioritized to ensure continued student engagement and access to education.

Assurances:

YCSC complies with IDEA, ADA, Section 504, the California Education Code (sections 56000 to 56885), SELPA policies and procedures, and all state assessment participation and accommodation requirements. All special education services are provided by appropriately credentialed, trained, and licensed personnel.

Charter School Goals and Actions to Achieve the Eight State Priorities

The Local Control and Accountability Plan (LCAP) contains a reasonably comprehensive description of YCSC's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii). The LCAP is included in the Appendix and the LCAP goals are included below.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Postsecondary Readiness and Life Skills Development	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to LCAP survey and other stakeholder feedback.

Goal

Goal #	Description	Type of Goal
2	Community and Family Support	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to LCAP survey and other stakeholder feedback.

Goal

Goal #	Description	Type of Goal
3	Enrichment and Recreation Activities	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal: MTSS training and professional development for all teachers and support staff to integrate tiered interventions with the expectation to improve school dashboard outcomes for African American, Hispanic, students with disabilities, homeless, foster, English learners, Long-term English learners, and socio-economically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

YCSC wants to focus on MTSS support for groups listed above to improve qualitative and quantitive metrics, including annual state testing.

the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school. Education Code Section 47605(c)(5)(B).

In order for students to attain a combination of academic book knowledge, life skills of practical application, and an awareness of and involvement in the greater health and well-being of their communities, students of YouthBuild Charter School of California shall demonstrate the following upon graduation:

Goal 1: Proficiency in English/language arts
Measured by:

- Classroom-based assignments
- Written work graded by teacher and/or student-developed rubrics
- Individual or cooperative project assignments (e.g., Community Action Project)
- Completion of required coursework in this subject area

Goal 2: Proficiency in mathematics
Measured by:

- Classroom-based assignments
- Written work graded by teacher and/or student-developed rubrics
- Individual or cooperative project assignments (e.g., Community Action Project)
- Completion of required coursework in this subject area

Goal 3: Proficiency in history/social science
Measured by:

- Classroom-based assignments
- Written work graded by teacher and/or student-developed rubrics
- Individual or cooperative project assignments (e.g., Community Action Project)
- Completion of required coursework in this subject area

Goal 4: Proficiency in science

Measured by:

- Classroom-based assignments
- Written work graded by teacher and/or student-developed rubrics
- Individual or cooperative project assignments (e.g., Community Action Project, Authentic Performance Tasks)
- Completion of required coursework in this subject area

Goal 5: Civic Engagement
Completed by:

- Participating in a Community Action Project
- Volunteering for local organizations or community events
- Engaging in public speaking opportunities
- Engaged in raising awareness on local and national issues through advocacy and action

Goal 6: College and Career Preparation
Completed by:

- Creating a college & career plan
- Participation in a workforce program
- Completion of required senior portfolio components

Additionally, YCSC's curriculum and education program meet state standards and the Charter School complies with all state standardized testing requirements. Authentic Performance Tasks and Community Action Projects serve as the primary method of assessment to determine competency for the above goals. As described earlier, the APTs and projects are assessed by teachers using the rubric based on Blooms Taxonomy to ensure that students are engaging with the material at a higher order of thinking skills. Additionally, YCSC accepts previous student educational experience and credit attainment as valid evidence of meeting the above criteria.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

A reasonably comprehensive description of the Charter School's annual goals, actions, and measurable pupil outcomes in the state priorities, both school wide and for all numerically significant pupil subgroups, in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B) is provided in the Charter School's LCAP, linked in the Appendix, and is also available on our website at www.youthbuildcharter.org. Each of these goals addresses the unique needs of all students attending the Charter School. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school- specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to ICOE 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 charter, and shall be maintained by the Charter School at the school site.

Element 3. METHODS OF ASSESSMENT

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

The essential element of an education at YCSC centers on a contextual and project-based approach to learning. A YCSC education highlights student funds of knowledge, their local context, and a sincere commitment to learning that fosters social change.

YCSC uses multiple strategies and methods to assess students. As is detailed in the Authentic and Collaborative Education Model developed by our educators, YCSC teachers create authentic performance tasks and assignments linked to Common Core standards, as well as Humanities, STEM, and Culture competencies. Students are given many opportunities throughout a course to demonstrate their learning and receive feedback from their teacher.

Formative and Summative Assessments

Formative assessments occur in the classroom, often throughout a lesson and at the end of a class. These formative assessments facilitate an understanding of where a student is at in the development/ mastery of the learning objectives, and help the student set learning goals and strategies. For teachers, these facilitate a reflective and pedagogical opportunity: they are able to consider and implement differentiated instruction that provides specific, actionable feedback to meet the needs of individual students.

Some examples of formative assessments that YCSC teachers may use include: daily warm-ups, observation, discussion, Socratic dialogue, formal and informal conversations with students, artistic exploration and expression, questions, quizzes, 'exit-tickets' (which are new ideas, concepts, or reflections the student is leaving the day's lesson with), graphic organizers, self-assessment/reflection, and homework. Teachers also frequently use informal assessments (thumbs up/down or ranking from 1-4) to check for understanding.

Summative assessments are used to measure what students gained and can express at the time (i.e., end of the unit or lesson) that show teachers how well the objectives and goals were met. They also provide students and families with information about where students are at in terms of their growth toward mastering the learning objectives. APTs (authentic performance tasks), CAPs (Community Action Projects), surveys (Panorama, LCAP, Community Schools), CAASPP and ELPAC testing, and VIP Goal Progress Reports are some of the examples of summative assessments. Each of these assessments provides a level of student information to support YCSC staff in analyzing a wide range of data. Counselors conduct student interviews on a regular basis, at which time the student's performance levels are discussed and college and career goals are set. Teachers and counselors also conduct one-on-one meetings with students when there are signs that a student may be struggling in their classes.

APTs (Authentic Performance Tasks)

APTs (authentic performance tasks) are administered after every unit to provide students with an opportunity to demonstrate their skills in the subject matter. Reviewing and grading the APTs provides teachers with assessment data to monitor student learning in each of their classes and make changes as needed. Students are evaluated in alignment with Common Core standards and YCSC Humanities, STEM, and Culture competencies. Students typically have 2-3 weeks to complete their APT, giving them multiple opportunities over a period of time to demonstrate knowledge of what they have learned during the unit. Complete APTs are graded using a scale of 3-5; incomplete work or work that scores below a 3 will receive an incomplete grade and no credit. Students who receive an incomplete grade are encouraged to revise the APT for a grade and credits, in which case the Incomplete grade will be removed and will not affect their academic record. After reviewing and grading the APTs, YCSC teachers are able to better understand what skills students maintain through the unit and which skills need more support. With the results, teachers are able to make adjustments to their course curriculum to better support student proficiency in the subject.

The ACE Manual is used to guide teachers in designing curriculum. Each course typically has two to three units per trimester, and they are designed to meet Common Core standards and incorporate YCSC's Humanities, STEM, and Culture Competencies. Teachers develop APTs for every unit taught, including learning goals and objectives, as well as criteria for meeting the objectives. APTs have clear guidelines to support students in earning credits in their courses and are designed to authentically measure student participation in class and assess learning. Rubrics are created for each course and APT. This allows teachers to identify any students who are struggling to understand the learning goals and provide targeted interventions as needed. APTs measure higher-order thinking skills and student performance during a class and provide opportunities for revision. The APT outlines the scope of the unit, while the planning document outlines the scope of each trimester's courses. Students utilizing Schoology are able to get up-to-date assessment results on assignments on a daily and/or weekly level, which gives feedback to teachers more quickly than the APT deadlines. Data is discussed in staff meetings, and YCSC collaborates with each site to implement interventions to support struggling students.

The range of assessment at YCSC is wider than a typical classroom because while students are expected to learn California Content Standards and Common Core Standards, the APTs and CAPs incorporate Humanities, STEM, and Culture Competencies to employ a holistic and comprehensive application and creation of knowledge and advocacy that are not present in the rote memorization of facts devoid of their context. Diverse instructional lessons and assessments include reading for meaning lessons, EdPuzzle video lessons, annotation lessons, presentations, creative projects, and other project-based assignments that demonstrate student work and progress.

Online Platforms For Measuring Student Progress and Achievement

School Pathways is the Student Information System that YCSC uses to record student information as well as student progress towards the completion of the high school diploma. It is also used to record final grades and credits earned. YCSC academic counselors, registrars, teachers and students have access to progress reports that can be generated after the completion of each unit (on a monthly basis), report cards that are generated each trimester (roughly every 3 months), and student transcript summaries that provides a list of all credit types and the student's progress towards completing the required credits to graduate.

Student progress is communicated through report cards and progress reports. Progress reports are designed to be distributed on a per unit basis to track student achievement and progress towards the completion of the high school diploma. Each trimester, staff distribute report cards, which compile the progress reports from each unit and provide a total of credits earned for each course. Sites use progress reports, individual check-ins or Schoology to provide updates on student progress and credits earned.

Schoology is an online LMS that allows YCSC teachers to create and manage academic courses for their students. It provides teachers with a method of managing lessons, engaging students, sharing content, and connecting with other educators. YCSC has implemented Schoology to host the STEM, Humanities, and Culture layers of YCSC's project-based and qualitative approach to assessment. YCSC's STEM, Humanities, and Culture Competencies were created to improve the measurability of the curriculum by providing consistent data about the progress of students. Data is collected year-round as grades are entered into Schoology and School Pathways. The Competencies are an attempt to clarify and focus the learning objectives within each metric, while at the same time preserving the flexibility and the freedom for teachers and school sites to choose the skills they wish to focus on.

Credit achievement at YCSC is measured by APT completion and proficiency. It is monitored by both students and teachers, who reflect together on successes and areas of growth. YCSC tracks credits earned data and compares it to the credits earned at students' previous schools. Data collected over the past several years show that approximately 72% of YCSC students earn more credits in a year at YCSC than they did at their previous traditional school. The average YCSC student earns around 51 credits in one school year compared to earning an average of 28 credits per year at their previous, traditional school. The majority of YCSC students also earn a higher percentage of credits attempted than they did at their previous school.

YCSC teachers also use the School Pathways SIS and Schoology LMS to monitor student grades and attendance. Counselors meet with students (and with their parents, guardians, or supporting adults if they are minors) every trimester to discuss progress, class schedules, and projected graduation date. Moreover, students have access to grades via their student Schoology account. Assessments are also reported through announcements and newsletters. Teaching staff report to their respective principal, who then reports back to the district board members on items such as course designs, student attendance, credits earned, educational collaboration amongst the teaching staff, and the school's impact on the community through community projects.

Senior Portfolio and Diploma Verification

At YCSC, aside from tracking student progress using Schoology, School Pathways gradebooks, progress reports, and report cards, student achievement is assessed using the Senior Portfolio. In the last trimester of a student's senior year, they are required to create a portfolio of coursework and college and career readiness indicators (post-secondary plan, resume, cover letter, letters of recommendation, FAFSA application, career exploration assignments, etc.) The Senior Portfolio is an opportunity for a graduate to show a cross section of their work during their time at YouthBuild Charter School of California. Yearly, the portfolio is updated to reflect student needs and current educational and career trends. In the process of creating this portfolio, students know that it is a representation of their work at YCSC and a transitioning tool for any and all future opportunities. The portfolio consists of various sections, including student biography, academic project summaries, YouthBuild accomplishments, post-secondary education, post-secondary career plan, and graduation survey. The Senior portfolio is completed digitally, typically using Google Slides, and uploaded to the site folder for Principal review and verification.

Once the required credits are earned and the senior portfolio is completed, the Academic Counselor prepares the Diploma Verification Form for each graduating student. This packet includes the Graduation Checklist, copies of historic transcripts, and a copy of the YCSC transcript showing that the student is zero credits deficient. Using the Graduation Checklist, the Lead Teacher initials to confirm the completion of all academic work; the Academic Counselor confirms that all transcripts are attached, and the Principal confirms the completion of the Senior Portfolio. Individuals who participate in a CTE Pathways have this information documented. It is then marked as completed within the SIS system so follow-up can occur in compliance with CDE guidelines. Once the Diploma Verification Form has all components complete, it is then submitted to the Principal to verify and the SIS Specialists to process the student's exit from our school as a High School graduate.

State Testing and Multi-Tiered Support

As required by law, YCSC students participate in all required state testing, including the Smarter Balanced Summative Assessments, California Science Test, California Alternate Assessments, and English Language Proficiency Assessments for California (ELPAC). Parents and students receive annual notice of testing requirements. ELPAC (Initial and Summative) testing is conducted based on state guidelines. Initial ELPAC testing is completed once a student has been identified as qualifying to test, and it occurs throughout the year. Summative ELPAC occurs February through May. The School makes every effort to complete all four sections of Summative ELPAC testing in one session. Make-up testing occurs to accommodate student needs. These attempts are made throughout the testing window. Test scores are used as part of the reclassification process for English Learners.

CAASPP testing occurs within the testing window. Given our educational model, testing occurs April-June, once grade level changes for the second trimester have been completed. Principals work closely with the Special Education Coordinator to ensure all IEP accommodations are met during testing. State testing results are mailed to families and/or provided to students on site.

Factors like attendance challenges and past negative testing experiences often make state testing completion at YCSC difficult. In addition, many students often lack confidence in testing due to the limited time they may have been enrolled in YCSC. Many YCSC students have been enrolled for less than a year at the time the testing occurs. To address the above areas, YCSC has implemented a multi-tiered system of support to increase testing participation:

- **Tier 1**:
    - Notices sent to parents and adult students outlining testing timelines and expectations
    - Reminders delivered in person, via email, text, and other preferred methods of communication
    - Flyers posted to inform students and staff about testing dates and times
    - Snacks provided on testing days
    - Raffles to incentivize participation
- **Tier 2**:
    - Personalized plans for high-need students, including those with IEPs or transportation challenges
    - Interventions to address barriers that some of our students encounter: bus passes, extended hours, alternative testing dates
    - Morning reminders for students about testing expectations
    - Accommodations for students with testing anxiety or other special needs
    - Access to mental health professionals (MSWs) for pre- and post-testing support
- **Tier 3**:
    - Individual meetings with students and parents to plan make-up testing
    - Multiple make-up testing days offered in person and virtually
    - Collaboration with nonprofits and other supportive resources to ensure testing access
    - Home visits for additional support

Surveys, Data Analysis, and Stakeholder Engagement

Panorama Surveys are administered each trimester to assess student SEL needs and to help us design tiered interventions that follow the MTSS model. YCSC measures students across four SEL areas in Panorama: emotion regulation, grit, learning strategies, and growth mindset. Panorama survey results are reviewed and analyzed every trimester by each site's staff as well as collectively at the end of the year to monitor progress. YCSC school site staff reflects on their student data and compares it to the overall data from the entire school and student body. They also compare our results with the entire network of schools across the country that administer Panorama Surveys. YCSC leadership is committed to achieving 100% participation in Panorama Survey reviews

across all sites, so we will have a depth of student information as we integrate MTSS themes at site and classroom levels. Panorama Survey data is also reviewed during schoolwide PDs, and School Leadership is intentional about having each site review their data as well as schoolwide data and make changes to MTSS interventions and implementation as needed.

Data about student outcomes (effect data) and instructional and programmatic processes (cause data) are analyzed frequently by teachers, department chairs, principals, and other stakeholders to identify and prioritize needs for improvement in the curricular area. 2024-2025 YCSC Outcomes data showed that 89.82% of students who attended class for at least 90 days had positive outcomes at the end of the school year (graduated, moved up a grade, transferred to another school, or returned for the next school year.) On average, it takes a YCSC student around 1.3 years of attendance in school in order to graduate (equal to about four trimesters). YCSC's DASS 1-Year Graduation rate is currently 69%.

For school sites that are incorporating dual enrollment with a community college partner, YCSC maintains active data-sharing agreements with our community college partners to ensure that data regarding student grades in college courses and added to students' academic transcript. Student feedback is used to draw connections to college and career readiness, academic progress. Most importantly, it allows the teachers and staff to see areas in which they can improve their methods to better serve the students. The feedback received allows staff to identify areas in which a student needs extra support by developing an individualized learning plan, if needed. YCSC also holds quarterly student advisory meetings, inviting one student representative from each school site to gather qualitative data from their site and share feedback directly to the YCSC leadership team. This feedback helps YCSC leadership identify trends and identify areas where sites may need more support. The Leadership Team also creates collaborative program planner tools to support successful program collaboration.

YCSC encourages stakeholder feedback to support schoolwide decision-making, organizational planning, Schoolwide Action Plan revision and resource allocation. Multiple surveys (including LCAP, Panorama SEL, and Community Schools) are used and analyzed by staff and partners, and survey data is shared via email, community meetings, director meetings and at PD. YCSC staff and its YouthBuild/ nonprofit partners meet regularly to review and discuss survey results, with a focus on making necessary adaptations or changes. Data is used to determine whether the School needs to add or make changes to vendors, programs, and resources. Survey results can also assist with determining if revisions are needed to Culture, Collaboration and CAP Plans.

LCAP surveys are administered to students, staff, parents, and community partners and other stakeholders every year in March. They are made available to students and parents in both English and Spanish to ensure all stakeholders have access to it. LCAP survey results are reviewed and reflected on by YCSC leadership and by all school staff at professional development, on all-staff community Zoom calls that take place every other Friday, and at site-level meetings. LCAP survey data is integral to decision making at YCSC, including making changes to school funding and programs. For example, the results of the 2022-23 LCAP survey led to an increase in the School's funding of field trips and college visits, which was directly tied to stakeholder feedback. The Document

Tracking System is used to document LCAP, maintain transparency, assist with oversight, and ensure compliance with the required actions.

YCSC is now also using Community Schools surveys to collect and assess stakeholder feedback from each site in an effort to add additional layers of support for students, their families, and the local community. Community Schools surveys are conducted on a quarterly basis, which allows the School to gather timely feedback and track progress over time. These surveys are strategically created as follow ups to the previous round of surveys so that YCSC can monitor the growth of our students, staff, community partners and overall programming. The review of YCSC's Community Schools survey results typically involves multiple stakeholders, including school staff, principals, parents, students, and community partners. Stakeholder feedback obtained through Community Schools surveys has helped YCSC understand the strengths and areas for improvement within each school site/YouthBuild program. The feedback has been used in several ways to make changes and enhance various student enrichment activities and improve the design of the School's community and family support centers. Overall, the survey feedback has helped YCSC refine the following areas: program improvement, resource allocation, policy and decision-making, and collaboration and partnerships.

The way that YCSC collects and assesses data for ethnic, socioeconomic, and ability orientated information is interwoven with being a project-based learning environment. YCSC strives to create a culture that is inclusive of everyone. Currently, 91.5% of YCSC students are identified as socio-economically disadvantaged, qualifying for free or reduced lunch. The majority of the student population is made up of students who identify as either Hispanic/Latino (73%) or Black/African American (23%). YCSC teachers and staff strive to minimize any gaps in achievement data and assessment results to ensure all students, including those from special populations (students with IEPS, English language learners, foster and homeless youth) are able to be successful both in and out of the classroom. Over the past several years, the number of homeless or housing insecure students at YCSC has increased from around 7% in 2018-19 to around 18% today. Recent DASS One-Year Grad Rate data indicated that the graduation rate for homeless students is around 12% lower than the school average. YCSC plans to address this gap through more targeted interventions for homeless students.

Students who are at-risk of not meeting academic standards are able to come to their site's Learning Center to work on individual goals that will increase academic performance, develop learning strategies, and learn advocacy skills for success in their general education classes. Classes are usually taught by a Learning Center Specialist 3-5 times per week. The classes are small and provide opportunities for individualized instruction.

YCSC gets post-secondary education placement data from the National Student Clearinghouse and data around job placement and other post-secondary outcomes from data sharing agreements with YouthBuild Global and program partners. According to the most recent National Student Clearinghouse Data, around 21% of YCSC graduates enroll in college in the fall of the year they graduated, and around 33% enroll in college within two years of graduating from YCSC. Around 51% of YCSC

students who attend college returned for a second year after their freshman year. YCSC has recently entered into an MOU with the Los Angeles Community College District, which opens the door for more dual enrollment opportunities and we believe, will produce an increase in college enrollment and completion.

Element 4. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

California Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school and is operated by a California non-profit public benefit corporation whose corporate name is YouthBuild Charter School of California, governed in accordance with applicable California law. YouthBuild Charter School of California operates as a legally and operationally independent entity with its own bylaws, separate from ICOE and any of the Charter School's partnering organizations. As such, the Charter School is governed by its own Board of Directors and in accordance with its corporate bylaws. In accordance Education Code Section 47604(b), YCSC shall not operate as, or be operated by, a for-profit corporation.

YCSC has established a clear organizational structure composed of its Board, leadership team, administrative headquarters staff, and site-based teachers, counselors and support staff members. This is clearly laid out in the School's organizational chart, YCSC Bylaws, the Charter Petition, LCAP protocols, and job position descriptions. The YCSC leadership team currently includes Founder/CEO Phil Matero, Superintendent Dr. Rudy Cuevas, Principals Dr. Sonia Hernandez and Tizoc Brenes, and Assistant Principals Dr. Celine Massuger and Roberto Rodriguez.

Board of Directors

A governing board, with a minimum of three members, governs the Charter School in accordance with the Charter School's corporate bylaws. This governing board consists of members who have expertise in education or charter schools, business, law, nonprofit management, and/or youth development.

Governing board members serve for a term of three years or until a successor has been elected. There is no limit to the amount of terms a particular governing board member may serve, given that s/he is recommended and approved via the following protocol. Prior to the expiration of governing board members' terms, upcoming vacancies for new terms will be filled by recommendation from the governing board. Upon being forwarded the names of the recommended individual(s), a majority vote by the governing board is sufficient to approve each appointment.

The governing board, by majority vote, may remove a board member in accordance with the bylaws and applicable law. Such a vacancy will be filled in accordance with the same protocol outlined above. The new governing board member will be appointed for the duration of the time remaining on the term of the removed governing board member. Governing board members may also resign at any time, and their vacancies will be filled in the same manner.

In accordance with Education Code section 47604(c), the County may appoint a representative to sit on the Charter School's Board. If the County appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

The names and relevant qualifications of our Board members are available on our website.

Board Meetings and Duties

The Board's roles and responsibilities include, but are not limited to, approving and monitoring the YouthBuild Charter School of California budget, providing oversight to ensure that the Charter School's educational programming meets state mandated requirements, and selecting and evaluating the Chief Executive Officer. The Board's operations and actions are governed by its corporate bylaws. Day-to-day management of YCSC is delegated to the Chief Executive Officer, who regularly reports to the Board. The Board oversees budget revisions, gives assistance on budgeting, and ensures that the school makes sound decisions with curriculum. Board members make personal visits to the sites and to school events, and they receive regular reports from the Superintendent and Principals on graduation numbers, attrition numbers, credits earned data, and curriculum rubrics.

The Board meets regularly, and all meetings shall be conducted in accordance with the Brown Act and Education Code section 47604.1(c).

Board meeting agendas can be found on the YCSC website.

In accordance with Government Code Section 53235.1(b), members of the Board of Directors and the Academy's chief administrator (i.e., Superintendent) will receive at least two hours of ethics trainings within the first six months of service to the Charter School and at least once every two years thereafter. Board members shall also receive training in K-12 public education school finance laws in accordance with Education Code Section 35220 *et seq*.

Stakeholder Involvement

Procedures for ongoing feedback and improvement from staff members and stakeholders reinforce that governance, decision-making, and processes are clear and effective. This governance, decision-making, and organizational structure is evaluated for clarity and efficacy in three main ways: 1) The YCSC Board reviews key fiscal and organizational policies on a regular basis, 2) The YCSC leadership team assesses and updates documents based on feedback from staff members and stakeholders, 3) YCSC staff members have access to all key governance and organizational documents and are asked to review and evaluate them on a regular basis.

A continuous improvement model gives the Board, leadership team, and staff the means to do this. YCSC's governance, decision-making processes, and organizational practices are evaluated through these means to maintain integrity and effectiveness. Site-level meetings, schoolwide meetings and PD, and board meetings are opportunities for open dialogue and feedback. Stakeholders may attend YCSC Board

meetings; however, most will give feedback via the extensive LCAP process surveys. YCSC's continuous school improvement planning process is firmly rooted in the LCAP survey process of surveying stakeholders. On an annual basis, the YCSC Board reviews and approves the LCAP survey results, which includes feedback from parents, as well as the LCAP Goals for the upcoming year.

YCSC also involves students in governance collaboration via Youth Policy Councils (YPCs) at sites and the regular schoolwide Student Advisory meetings. YPCs are groups of student leaders who have been elected/appointed to speak, make decisions, and organize student events on behalf of the other students/participants at their YouthBuild program. YPC members also help make decisions at the site level, in collaboration with the YCSC staff and YouthBuild program staff at the site. Parent involvement is encouraged at YCSC but is not mandatory. Minor students constitute less than half (36%) of the current student population. Even so, the school has adopted many practices in recent years to engage parents, including sending regular communications about student progress and school news, inviting parents to school events like Community Action Projects, and recruiting parents to provide feedback or join decision making groups such as the school English Learner Advisory Committee. The School hopes to continue to improve these parent engagement activities, including encouraging the creation of a PTA or a similar parent leadership group. The recent Community Schools (CCSPP) grant should also help with increasing parent involvement.

YCSC will also maintain a Parent Advisory Committee (PAC) or School Site Council (SSC) in accordance with applicable legal requirements. In the event that 21 or more students designated as English Learner are enrolled, YCSC will form an English Learner Advisory Committee (ELAC). The ELAC will be comprised of parents, staff, and community members and advise school officials on English Learner program services.

Element 5. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(*c)(5)(E)*.

Overview
YCSC is committed to recruiting and hiring employees who are dedicated to creating a successful learning environment. YCSC recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities.

Equal Opportunity Employer
YCSC acknowledges and agrees that all persons are entitled to equal employment opportunity. YCSC does not discriminate against applicants or employees on any prohibited basis in accordance with applicable law. Per Education Code section 47605(e)(1), YCSC shall be nonsectarian in its employment practices and all other operations.

Hiring Authority
The Chief Executive Officer (CEO) of the Charter School or designee will be responsible for the selection and hiring of faculty and staff. The Charter School Board of Directors will be responsible for selecting and hiring the CEO with recommendations from the incumbent CEO, if available.

Health and Safety
Our school ensures all personnel meet rigorous employment qualifications designed to foster a safe environment and deliver a high-quality educational program that improves learning outcomes. YCSC adheres strictly to all health and safety requirements, including the requirement to obtain a criminal record summary via fingerprint clearance from the Department of Justice and FBI for every employee, and verifying a negative tuberculosis examination, in accordance with Education Code Sections 44237 and 49406, respectively. Our hiring policies are nonsectarian and explicitly prohibit discrimination based on ethnicity, gender, disability, or other protected characteristics, while specifically prioritizing candidates whose qualifications and pedagogical approaches align with our mission to increase opportunities and achieve measurable increases in academic achievement for all pupils. Partnering organizations also obtain fingerprint clearance and hiring processes that comply with standards to serve YCSC students.

YouthBuild Charter School of California's website asserts that immigrant students are protected by law in the state of California under AB 699. YCSC will not release information to third parties for immigration enforcement purposes, except as mandated by court order. The School sends out regular communication and has posted on its website a list of educational rights for all students, including immigrant students. All students, including those who are undocumented or come from immigrant families, have the right to: attend public school, participate in school activities, and receive a quality education without discrimination. In accordance with FERPA law, YCSC is not allowed to share a student's private information without the student/family's consent.

This applies to items as simple as transcripts, and it would apply to a student's immigration status as well. YCSC will not grant immigration enforcement officers access to campus without a judicial warrant or court order signed by a judge.

YouthBuild Charter School of California maintains and regularly updates its Safety Plan each year, with customized Safety Plans for each site. The schoolwide Safety Plan can be found in the Appendix. YCSC's Site Specific Emergency plans are located in the counseling office at each partner organization. For a copy of Site-Specific Plans, please contact Tyler Hamilton at thamilton@youthbuildcharter.org and a copy will be made available to you.

Credentialing Requirements and Monitoring

All individuals employed as teachers at YCSC hold the appropriate, active certificate, permit, or other document issued by the California Commission on Teacher Credentialing (CTC), which are maintained on file and available for authorizer inspection. To ensure our educators maintain ongoing compliance and professional excellence, the school actively monitors the renewal and clearing of all required credentials through the CTC. Our teachers holding Preliminary credentials are required to enroll in and complete a CTC-approved Teacher Induction Program within five years of their document's issuance to earn their clear credential. For those holding a Clear credential, renewal occurs every five years and requires the educator to complete any specific renewal requirements listed on their credential document.

The Board may use local assignment options for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district.

All Employee Qualifications

All staff members to be employed by YCSC must possess the personal characteristics, knowledge base, experience, and other qualifications required for their position. YSCS prioritizes candidates whose qualifications and pedagogical approaches align with our mission to increase opportunities and achieve measurable increases in academic achievement for all pupils.

Key Employee Qualifications

The following employees are considered "key" at the Charter School, and their qualifications are set forth below:

Chief Executive Officer (CEO)

The CEO shall meet the following minimum qualifications:

- Bachelor's degree
- Demonstrated expertise in nonprofit management
- Extensive experience in youth development and education strategies for out of school youth
- Demonstrated expertise in budget management, fundraising and networking

Superintendent

The Superintendent shall meet the following minimum qualifications:

- Master's degree in education or related field
- 10 years of experience in education and/or nonprofit work
- Demonstrated expertise in school administration
- Extensive experience in youth development and education strategies for out of school youth

Principal/Assistant Principal

The Principal(s)/Assistant Principal(s) shall meet the following minimum qualifications:

- Master's degree in education or related field
- 5 years of experience in education and/or nonprofit work
- Demonstrated expertise in school operations
- Extensive experience in supervision of teachers in an academic setting

Teachers

YCSC expects its teachers to meet the following minimum qualifications:

- Bachelor's degree
- CTC certificate, permit, or other document required for the teacher's certificated assignment
- Demonstrated expertise
- Background clearance from DOJ
- TB clearance
- Any other qualifications as required by applicable law

Instructional Support Staff

YCSC may also employ or retain non-certificated instructional support staff where the prospective staff member has appropriate subject matter expertise, professional experience, and has met all other qualifications as required by law.

Other Employees

Qualifications for other employees shall be determined by YCSC' leadership in consideration of the skills and knowledge required for those respective positions.

Element 6. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.

Education Code Section 47605(c)(5)(F).

YouthBuild Charter School of California has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers. The following is a summary of some of the major health and safety policies and procedures of the Charter School (not intended to be a comprehensive list). Charter School complies with all applicable laws regarding the health and safety of students and staff.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, that addresses all required topics pursuant to Education Code section 47605(c)(5)(F)(ii) and other applicable law. The School Safety Plan can be viewed in the Appendix.

Emergency Site Protocol

Each of YCSC's 18 school sites is required to prepare a plan to evacuate the school site in the event of a fire, earthquake, or other emergency. Staff at sites must identify and communicate to all students primary and secondary evacuation locations, help students become familiar with evacuation routes, and conduct a full-scale evacuation drill annually.

As part of each site's emergency plan, reviewed and updated at the start of each school year, staff are required to attach an evacuation map with an emergency plan action items checklist. This map shows primary and alternate routes to one or more safe site(s) off campus in different colors. Sites also must attach a color-coded utility map with their emergency plan action items checklist. Each site has preparation information and plans in place in the event of:

- An Earthquake
- A Fire
- Air Pollution Episode
- Bioterrorism/ Hazardous Materials
- Bomb Threats
- Violent Criminal Acts
- Explosion
- Floods
- Gas Leak Fumes

- Power Failure/ Black outs
- Riots/ Civil Disorders
- Threatening Intruders
- Weapons, Assault, Hostage situation.

In the event that a YCSC site is not safe for on-campus instruction, or in the event of circumstances requiring a temporary shutdown, teachers will utilize online platforms to provide learning materials to students in order to ensure continued access to educational resources. Students who do not have access to online platforms will be given paper versions of instructional materials so that they are able to achieve their academic goals without disruption to their learning. YCSC staff will utilize distance learning protocols, including the use of Schoology messaging, emails, and the 8x8 phone application to ensure that students are able to communicate with their instructors regarding assignments. YCSC staff will conduct a thorough inspection of campus facilities and ensure needed safeguards are in place before determining that it is safe for on-campus instruction to resume.

The schoolwide Safety Plan can be found in the Appendix. YCSC's Site Specific Emergency plans are located in the counseling office at each partner organization. For a copy of Site-Specific Plans, please contact Tyler Hamilton at thamilton@youthbuildcharter.org and a copy will be made available to you.

Drug Free/Alcohol Free/Smoke Free Environment

It is YCSC's policy to maintain a drug, alcohol, and smoke-free environment. No employee may use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs, or alcohol during working hours, including lunch and break periods, in the presence of pupils or on school property at any time or on field trips or other School-sponsored activities. Engaging in any of the above is considered a violation of school policy and the violator will be subject to discipline, up to and including termination.

YouthBuild Charter School of California complies with all federal and state laws and regulations regarding drug use while on the job. YCSC may conduct unannounced searches of school property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other school-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

As a 100% drug and alcohol-free campus, YCSC seeks to enable and encourage students who are struggling with drug and/or alcohol abuse to receive the treatment they need.

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal

background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. YCSC will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to any provision of the Education Code because of their conviction for any crime unless an applicable exception applies. YCSC shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Tuberculosis Risk Assessment and Examination

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

Child Abuse Reporting

All YCSC staff and other mandated reporters working on the Charter School's behalf shall receive annual training in accordance with Education Code section 44691 regarding their role as mandated reporters, identifying types of abuse, and the process for filing a report. As mandated reporters, staff at YouthBuild Charter School are legally required to report any suspected cases of child abuse or neglect. If a teacher or counselor becomes aware of any signs or disclosures of abuse, whether through a student's statements, behaviors, or observations, they must immediately follow the school's mandated reporting procedures. This includes notifying the appropriate child protective services agency or law enforcement, and documenting the report in a confidential manner. It is essential that all reports are made in good faith and without delay to ensure the safety and well-being of students.

Injury and Illness Prevention Program, Workplace Violence Prevention Plan

YouthBuild Charter School of California maintains an Injury and Illness Prevention Program in accordance with Labor Code section 6401.7, which includes a Workplace Violence Prevention Plan that addresses the hazards known to be associated with the four types of workplace violence as defined by Labor Code section 6401.9. All YCSC staff are required to take an annual Workplace Violence prevention training.

Suicide Prevention Policy

YouthBuild Charter School of California maintains a comprehensive suicide prevention policy to protect the well-being of all students in accordance with Education Code section 215. All staff members receive training to recognize warning signs of suicide, with academic counselors playing a pivotal role as liaisons in this process. Counselors are responsible for providing immediate support to at-risk students, coordinating with school staff, and ensuring that appropriate interventions are implemented. This includes conducting risk assessments, notifying parents/guardians when necessary, and connecting students with external mental health resources. Counselors also guide staff in responding appropriately and fostering a supportive environment. By serving as the central point of contact, counselors ensure the school's suicide prevention efforts are effective and responsive to individual student needs.

Immunizations

Charter School requires immunization of students as a condition of school attendance to the same extent as would apply if students attended a non-charter public school. Absent a permissible medical exemption, all students are required to provide records documenting immunizations as required at all public schools pursuant to Health and Safety Code Sections 120325 et seq, and Title 17, California Code of Regulations Sections 6000 et seq.

Blood Borne Pathogens

Charter School meets all state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Charter School follows an infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including Human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures. Staff are trained in Blood Borne Pathogen protocols.

Element 7. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF DISTRICT

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

YouthBuild Charter School of California maintains a policy of non-discrimination in all areas of its operations. The Charter School works to achieve a balance of racial and ethnic pupils, special education pupils, English Learner pupils, and redesignated fluent English proficient pupils that is reflective of the general population within the surrounding communities from which it draws its students. This balance is maintained by recruitment in various areas of the community and by targeting under-represented students. The Charter School works with community groups and local agencies to accomplish this goal.

YCSC's student demographics largely match the demographics of the communities in which they are located. For example, census data for the city of Compton indicates that around 73% of the population is Hispanic or Latino and around 24% is Black or African American; at YCSC's Compton site, 72% of students are Hispanic/Latino and 28% are Black/ African American.

Additionally, YCSC employs a diverse group of teachers and staff members with relevant education, experience, training, and credentials. A scan of our current teaching staff shows that approximately 24% of YCSC's staff are Black/African American, 17% are white (not Hispanic/Latino), 43% are Hispanic/Latino, 13% are Filipino, and 3% are other races/ethnicities. 66.6% of YCSC teachers have a Master's Degree or higher.

Most of our students are referred to the Charter School by our YouthBuild partners. However, we also implement strategies to help ensure that our demographic balance is reflective of the communities we serve. To support and sustain the diverse student body that reflects the general population of the surrounding communities, YCSC also implements a comprehensive and equitable student outreach and recruitment plan, which includes but is not limited to the following strategies:

- Maintain a clear and updated website with enrollment details and school information, including information about our English learner and special education programs, which can be translated into various languages using an embedded Google Translate tool.
- Provide translation services at parent meetings and school events.

- Provide informational sessions at local community events.
- Ensure that staff members who are knowledgeable about our English learner and special education programs are available to attend parent meetings and school events to provide information and answer questions.
- Maintain accurate records of the ethnic, racial, special education, and English Learner status of all enrolled students to inform ongoing improvements to YCSC's outreach and recruitment strategies.

Element 8. ADMISSION REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with subdivision (e). Education Code Section 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any application fee or any other pupil fee(s) as a condition for application, admission, enrollment, or participation in any of the Charter School's educational activities. Admission, except in the case of a public random drawing, shall not be determined by place of residence of the pupil or their parent/guardian within the state.

Pursuant to Education Code 47605.1(f)(2), YouthBuild Charter School of California is designed to operate in exclusive partnership with federally affiliated YouthBuild, Job Corps, or conservation corps, or provide instruction for juvenile court pupils in residential facilities. As such, its purpose is to provide instruction and other services in order to meet the needs of at-risk youth and young adults who previously dropped out of school or were doing poorly in school, and subsequently expressed a desire to go back to school or get back on track academically through becoming a participant in any of the organizations named above. Both YouthBuild Charter School of California and its partnering organizations will actively recruit a diverse student population from the surrounding community who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy.

The Charter School admits all grade-level eligible students residing in California who wish to attend up to the Charter School's capacity. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission to the Charter School (except for existing students) shall be determined by public random drawing in accordance with the procedures specified below.

Public Random Drawing

In the case of a public random drawing, preference for admission may be given to at-risk youth and young adults who are out of school (i.e., dropouts) and/or who are willing to be participants in our partnering organizations' programs, and thus are in the position best situated to uniquely benefit from the Charter School's collaborative design and will be given to residents of the school districts where the Charter School operates.

The Charter School requires students who wish to attend the Charter School to complete an application form.

Public random drawing rules and deadlines will be publicized on the Charter School's website and/or other appropriate means (e.g., email). The public random drawing may be conducted in-person and/or electronically.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the

lottery. This wait list allows students the option of enrollment if an opening occurs during the current school year. In no circumstance will a waitlist carry over to the following school year.

Element 9. ANNUAL INDEPENDENT FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The CEO shall be responsible for contracting and overseeing the independent audit. At minimum, the audit will be conducted by a certified public accountant (CPA) and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit will be completed and forwarded by December 15th each year to ICOE Superintendent of Schools, the State Controller, and the California Department of Education.

The audit report will be reviewed by the Charter School's CEO or designee. Any audit exceptions or deficiencies will be presented to the Board of Directors with recommendations on how to resolve them. The Board then reports to ICOE regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of ICOE, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14 of this Petition.

Element 10. PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J).

OVERVIEW

YouthBuild Charter School of California is committed to minimizing the use of suspension and expulsion and uses these measures only in the most extreme circumstances. The School's approach reflects our understanding that many of our students have experienced over-policing, exclusion, and punitive responses in traditional school settings. To interrupt these patterns, YCSC intentionally cultivates safe, welcoming, and community-centered learning environments where students feel seen, supported, and valued. Expectations for behavior and community conduct are developed collaboratively by students and staff through practices, such as community agreements, circle processes, and shared norm-setting. YCSC prioritizes proactive supports, including a full range of informal and formal restorative practices, tiered interventions, and individualized plans to help students build positive behaviors and repair harm. The School is firmly committed to keeping students connected to school, and we seek solutions that allow young people to remain in class, maintain relationships, and continue progressing toward their academic and personal goals.

YouthBuild Charter School of California will develop and maintain comprehensive sets of student discipline policies, which are available for review upon request. These policies will be printed and distributed as part of the Charter School's student handbook and will clearly describe the Charter School's expectations regarding punctuality, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian (if the student is a minor) will be required to verify that they have reviewed and understand the policies prior to enrollment.

As the mission of YouthBuild Charter School of California is to reach out to high-risk students who typically have been unsuccessful in a more traditional school environment, our goal, of course, is not to lose any students through suspension or expulsion. Therefore, each school site will implement the Charter School's reasonable intervention strategies (e.g., meetings with case management /counseling staff, parent conferences, behavioral contracts, etc.) as part of a progressive disciplinary strategy in an effort to mitigate problem behaviors before they escalate into situations that might warrant a student being expelled from the Charter School. These steps of progressive discipline will be clearly laid out in the student handbook. However, depending on the severity of a particular offense, parts or all of the progressive disciplinary policy may be accelerated.

When the Charter School has exhausted all intervention or progressive disciplinary strategies, or when a particular offense warrants immediate action, the Chief Executive Officer may authorize a suspension in accordance with the Charter School's adopted

policies. The Charter School will notify and confer with the student's parent or caregiver (if the student is a minor) as soon as possible regarding the suspension. A suspension is considered one of the final steps in the progressive discipline process and indicates that a student may be at risk of expulsion if significant behavioral concerns continue. Suspension processes will be in compliance with applicable laws, including those banning willful defiance as a cause and , providing homework assignments, .

Students who habitually fail to follow school policies or who present an immediate threat to the health and safety of others may be expelled from the program upon authorization of the Chief Executive Officer or the CEO's designee, and only after the due process procedures outlined in the student handbook have been followed. The Charter School will inform the student and parent or caregiver (if the student is a minor) whether the student will be eligible to reapply during a future orientation and enrollment cycle. Only in the most serious circumstances, such as acts of significant violence toward other students or staff, will a student be expelled with no opportunity to reapply at a later date. Expulsion procedures and policies will align with all applicable state laws.

In the event that a student with an Individualized Education Program (IEP) is identified as being at risk of unenrollment, the Charter School will follow additional procedures to ensure that all legal requirements are met and that the student's needs are fully considered. A counselor will schedule a consultation with the Special Education Coordinator to review the student's situation and discuss interventions and supports that have been attempted. A manifestation determination meeting will be held within 10 days of a recommended change in placement. This process ensures that all necessary considerations, interventions, and supports have been explored before a student with an IEP is withdrawn due to behavioral, attendance, or other concerns. The goal is to document the steps taken to support the student and determine the most appropriate course of action for their continued education.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing before the effective date of the action. If a hearing is requested, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Element 11. RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Staff at YouthBuild Charter School of California will participate in the federal social security system and/or will have access to other school-sponsored retirement plans according to policies developed by the governing board.

All YCSC Certificated employees will be enrolled in CALSTRS. CALSTRS provides retirement, disability and survivor benefits for California public school educators.

Classified employees will receive an employer contribution to a 457 retirement program. Employees must enroll in the 457 Plan to receive the employer contributions. Additionally, employees who are enrolled in CALSTRS may contribute to YCSC's 457 Plan that allows the employee to invest in an optional retirement plan after an initial waiting period. YCSC does not contribute to the 457 Plan for staff enrolled in CALSTRS.

YCSC also offers a 403b retirement savings plan to all employees who wish to make a voluntary contribution to this program.

Element 12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

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

Element 13. EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

Employment by the Charter School provides no rights of employment in any other entity, including any rights in the case of closure of the Charter School.

To the extent any employee of the County chooses to leave the County to work at the Charter School, the employee will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any rights of return to employment in the County, or any other employer, after employment at the Charter School that the County or employer may specify.

Element 14. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

The Charter School and County agree that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute resolution procedures will be followed.

Disputes Arising from within the Charter School:

Disputes arising from within the Charter School, including disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall maintain internal dispute resolution procedures, including, but not limited to, a Uniform Complaint Policy and Procedures as required by state law. A copy of the Charter School's policies and internal dispute resolution procedures will be made available to parents, students, Board members, volunteers, and staff at the Charter School.

The County shall not intervene in any such internal disputes without the consent of the Charter School and shall refer any complaints or reports regarding such disputes to the governing board or its designee for resolution pursuant to the Charter School's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the Charter School has requested the County to intervene in the dispute.

Disputes between the Charter School and the Charter-Granting Agency:

In the event of a dispute between the Charter School and the County, the Charter School and the County agree to first frame the issue in written format and refer the issue to the County Superintendent and the Chief Executive Officer of the Charter School. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code section 47607, this shall be specifically noted in the written dispute statement.

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

If this joint meeting fails to resolve the dispute, the County Superintendent and Charter School Chief Executive Officer, or their respective designees, shall jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and Charter School Chief Executive Officer, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Charter School and the County jointly agree to bind themselves.

If the mediation fails to resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Element 15. SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

In the event that YouthBuild Charter School of California closes, the assets and liabilities of the Charter School will be disposed of by the Charter School's governing board in accordance with applicable state and federal law and, upon dissolution of the nonprofit corporation, the asset disposition provisions of the Articles of Incorporation of YouthBuild Charter School of California. The Chief Executive Officer shall ensure that a final audit of the Charter School's assets and liabilities will be performed.

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

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

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

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

As applicable, the Charter School will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

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

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

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain the sole property of the nonprofit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. Any grant funds and restricted categorical funds will be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property will be returned to their source in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation and applicable laws.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Term: This charter for YouthBuild Charter School of California shall be for the term of five years, from July 1, 2026 to June 30, 2031.

Material Revisions: Any material revision to this charter shall be made by the mutual agreement of the governing boards of the Charter School and the County. Material revisions shall be made pursuant to the standards, criteria, and timelines in applicable law.

Relationship of the Charter School to partnering organizations: As stated previously, YouthBuild Charter School of California exists as a legally and operationally independent entity that follows its operating corporation's own Bylaws, separate from any of its partnering organizations. At the same time, it is the Charter School's intent to work in partnership with these organizations. All arrangements for this partnership (e.g., facility uses/costs, etc.) will be specifically delineated through an annual memorandum of understanding with each specific partnering organization.

Communications: All official communications between YouthBuild Charter School of California and the charter-granting agency should be sent via First Class Mail or other appropriate means to the following addresses:

- YouthBuild Charter School of California
  2202 S. Figueroa
  Los Angeles, CA 90007
- Inyo County Superintendent of Schools
  Drawer G
  Independence, CA 93526

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Linked here in the Appendix, please find the following documents:

- Budget narrative
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide all required reports to the County Superintendent of Schools in accordance with Education Code Section 47604.33.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(h).

The Charter School shall contract with ICOE to receive administrative services, including financial management, human resources, and payroll. The Charter School has defined the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding) with ICOE.

According to applicable law, ICOE also provides oversight and performance monitoring, including monitoring Charter School and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

YouthBuild Charter School of California uses the various facilities operated by the separate nonprofit and partnering organizations of the Charter School, which may include any conservation corps, job corps, YouthBuild, or WIOA-funded program within the state of California. Use of and costs for use of such facilities has been worked out between the Charter School and its partnering organizations via an annual memorandum of understanding. Currently, YouthBuild Charter School of California operates from the following facilities:

Canoga Park Site at ACE/RUTH YouthBuild
Physical Address: 6201 Winnetka Ave.
Woodland Hills, CA 91371
Mailing Address: 6925 Canoga Ave.
Canoga Park, CA 91303

Compton Site at Compton YouthBuild
1108 N. Oleander Avenue
Compton, CA 90222
Phone: 310.631.2000

Culver City Site at New Earth YouthBuild
12100 W Washington Blvd
Los Angeles, CA 90066
Phone: 310.455.2847/ 424.471.2752

East LA Site at LA CAUSA YouthBuild
1011 Goodrich Blvd.
Los Angeles, CA 90022

Phone: 323.887.2500

El Monte Site at SGVCC
4026 Peck Rd
El Monte, CA 91732
Phone: 626.655.0015

Fresno Site at Fresno EOC LCC
1805 East California Ave.
Fresno, CA 93706
Phone: 559.264.1048

Hollywood Site at Studio 4 LA
5941 Hollywood Blvd.
Los Angeles, CA 90028
Phone: 562.359.3347

Lennox Site at SBWIB YouthBuild
5021 Lennox Blvd.
Lennox, CA 90304
Phone: 310.225.3060

Mid-City Site at HSH YouthBuild
4103 West Adams Blvd.
Los Angeles, CA 90018
Phone: 661.346.2683/ 323.693.2101

Moreno Valley Site at Rising Stars Business Academy
22500 Town Circle, Suite 2099
Moreno Valley, CA 92553
Phone: 951.455.4622 / 951. 246.6174

Norwalk Site at Dreamcatcher CRC
10931 Rosecrans Ave.
Norwalk, CA 90650
Phone: 562.800.5401

Ontario Site at Schemath Youth Development
5472 Moreno St.
Montclair, CA 91763
Phone: 909.308.2359/ 626.899.5210

Palmdale Site at ACT/ AVYouthBuild
38626 9th St. East
Palmdale, CA 93550
Phone: 661.266.8900
Pomona Site at CORE
363 S Park Ave., Suite 104
Pomona, CA 91766
Phone: 951.651.4769/ 909.318.0561

San Bernardino Site at YouthBuild Inland Empire
624 W. 4th St., Suite B
San Bernardino, CA 92410
Phone: 909.890.9106/ 909.771.7561

San Diego Site at Heart Leaders Academy
San Diego City College
1313 Park Boulevard (L-113)
San Diego, CA 92101-4787
Phone: 619.320.5282

South LA Site at CRCD Academy(located at LA Trade Tech College campus)
2215 South Grand Avenue
Building F5 3rd Floor Rooms 301 & 513
Los Angeles, CA 90007
YouthSource Center (for orientation)
1006 E 28th Street
Los Angeles, CA 90011
Phone: 323.616.0860 (Luisa Prado)
Phone: 909.308.2358 (Jeanine Guerrero)

Youth Justice Coalition Site
7625 S. Central Ave.
Los Angeles, CA 90001
Phone: 323.235.4243

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

YCSC is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code section 23701d.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Charter School shall purchase general liability, workers' compensation, property, and errors and omissions insurance to protect the Charter School's assets, staff, and governing board members.

OVERSIGHT

The Inyo County Office of Education may inspect or observe any part of the Charter School at any time, but shall provide reasonable notice to the Chief Executive Officer of the Charter School prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. ICOE shall endeavor to provide such notice at least three (3) working days prior to the inspection or observation unless the Charter School's Board or Chief Executive Officer agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by ICOE without the mutual consent of the governing board of the Charter School.

In accordance with Education Code section 47607, if the governing board of the County believes it has cause to revoke this charter, the County Board agrees to notify the governing board of the Charter School in writing, noting the specific reason(s) for which the chartering authority believes that the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation constitutes a severe and imminent threat to health or safety of pupils.

The Charter School will submit required reports to the County in accordance with Education Code section 47604.33. The Charter School and ICOE will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The Charter School will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.