

California Heritage Youthbuild Academy II

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 8544 Airport Rd.
Redding, CA , 96002-9210

Principal: Ryan Franco, Principal

Phone: (530) 378-5254

Grade Span: 9-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Ryan Franco, Principal

📍 Principal, California Heritage Youthbuild Academy II

Welcome to California Heritage YouthBuild Academy (CHYBA), a school committed to meeting students where they are and helping them move confidently toward graduation, career readiness, and long-term success.

CHYBA serves students from all walks of life, with a particular focus on those who have not found success in traditional large high school settings. Through personalized learning, strong relationships, and flexible pathways, we support students as they navigate both academic goals and real-world challenges. Our approach is rooted in dignity, respect, and the belief that every student is capable of growth when given the right structure and support.

We are proud to offer a learning environment that emphasizes equity, student engagement, workforce readiness, and wraparound supports. By partnering closely with families, educational professionals, and community organizations, CHYBA works to ensure students feel seen, supported, and empowered to take ownership of their future. We welcome you to learn more about our school and the work we do to help every student succeed.

About Our School



Ryan Franco, Principal, MBA

Ryan Franco serves as Principal of California Heritage YouthBuild Academy and brings over 12 years of experience in education. His leadership is grounded in a student-centered philosophy that focuses on helping students overcome complex barriers to learning and life success through strong relationships, individualized support, and high expectations.

Mr. Franco is deeply committed to creating inclusive school environments that serve all students, while intentionally supporting those who have not thrived in traditional educational settings. He believes schools are most effective when academic instruction is paired with social-emotional support, workforce readiness opportunities, and meaningful collaboration with families and community partners.

As principal, Mr. Franco works closely with staff, oversight agencies, and educational partners to ensure CHYBA remains a safe, responsive, and high-quality learning environment where students are supported, challenged, and prepared for life beyond high school.

Contact

California Heritage Youthbuild Academy II
8544 Airport Rd.
Redding, CA 96002-9210

Phone: [\(530\) 378-5254](tel:5303785254)

Email: rfranco@chybacharter.com

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Trinity County Office of Education
Phone Number	(530) 623-2861
Superintendent	Robles, Fabio
Email Address	frobles@tcoek12.org
Website	www.tcoek12.org

School Contact Information (School Year 2025–26)

School Name	California Heritage Youthbuild Academy II
Street	8544 Airport Rd.
City, State, Zip	Redding, CA , 96002-9210
Phone Number	(530) 378-5254
Principal	Ryan Franco, Principal
Email Address	rfranco@chybacharter.com
Website	http://www.chybacharter.com
Grade Span	9-12
County-District-School (CDS) Code	53105380125633

School Description and Mission Statement (School Year 2025–26)

This school description and mission statement are aligned with the school’s approved charter and apply to all instructional programs offered by California Heritage YouthBuild Academy

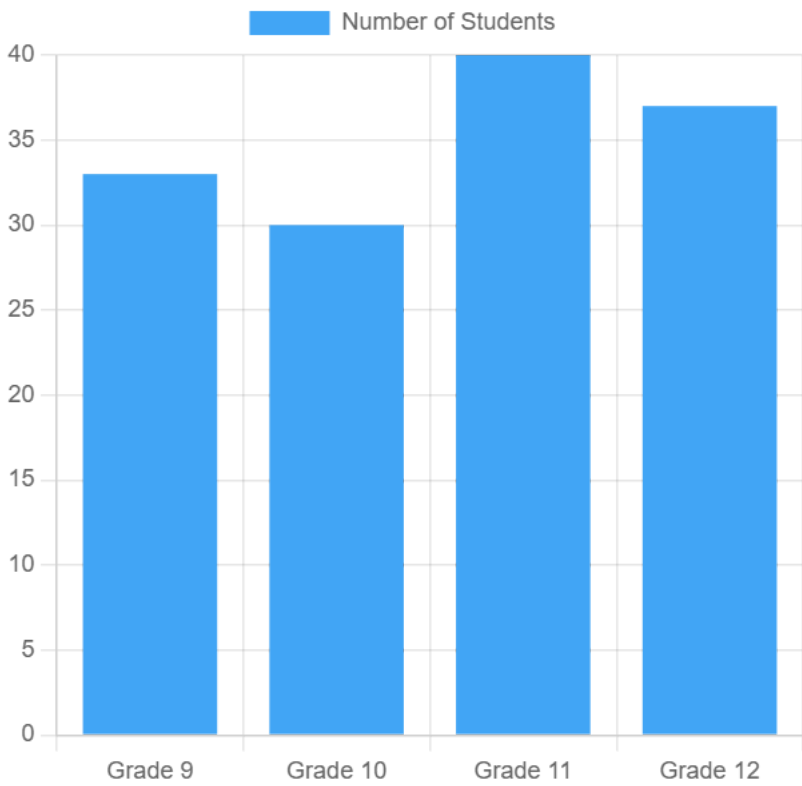
The mission of California Heritage YouthBuild Academy is to cultivate a collaborative learning community that successfully prepares young people to earn their high school diploma and achieve academic excellence. Students gain personal leadership skills, develop critical thinking, and master technical skills as they move toward successful careers, post-secondary education, and a productive life.

The California Heritage YouthBuild Academy (CHYBA) offers an innovative unique, blended approach to educating young people in preparation for diploma attainment and successful post-secondary lives. Our vision is to prepare young people, regardless of their circumstance, to gain access to a unique educational program that will unleash their intelligence and positive energy to rebuild their lives and the community. As students reclaim their right to a quality education, they

realize they are capable of academic excellence and become active participants in their future success through leadership, education, and technical training. Young people become empowered by their personal transformation and take responsibility for their post secondary goals.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	33
Grade 10	30
Grade 11	40
Grade 12	37
Total Enrollment	140



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	37.90%
Male	60.70%
Non-Binary	1.40%
American Indian or Alaska Native	7.10%
Asian	0.00%
Black or African American	2.10%
Filipino	0.00%
Hispanic or Latino	17.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.00%
White	62.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	5.70%
Homeless	7.90%
Migrant	0.00%
Socioeconomically Disadvantaged	82.90%
Students with Disabilities	20.70%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Due to the school's small size and limited number of teaching positions, percentage values may fluctuate significantly from year to year. Data is reported based on full-time equivalent (FTE) staffing and may not reflect changes in individual assignments or credentials occurring during the school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.70	52.06%	2.20	42.04%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	7.35%	0.20	4.63%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	40.29%	2.80	53.15%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	3.40	100.00%	5.40	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Due to the school's small size and limited number of teaching positions, percentage values may fluctuate significantly from year to year. Data is reported based on full-time equivalent (FTE) staffing and may not reflect changes in individual assignments or credentials occurring during the school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	27.88%	1.30	27.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	59.11%	3.00	64.82%	11746.90	4.23%
Unknown/Incomplete/NA	0.30	13.01%	0.30	7.46%	14303.80	5.15%
Total Teaching Positions	2.60	100.00%	4.60	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Due to the school's small size and limited number of teaching positions, percentage values may fluctuate significantly from year to year. Data is reported based on full-time equivalent (FTE) staffing and may not reflect changes in individual assignments or credentials occurring during the school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.80	36.93%	2.80	36.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	2.08%	0.10	2.08%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	44.73%	3.40	44.73%	12112.80	4.34%
Unknown/Incomplete/NA	1.20	16.12%	1.20	16.12%	13705.80	4.91%
Total Teaching Positions	7.60	100.00%	7.60	100.00%	278927.10	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Data is reported based on full-time equivalent (FTE) staffing. Due to the school's small size, minor changes in staffing or assignments may result in noticeable fluctuations in reported counts from year to year.

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.10
Misassignments	0.20	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.20	0	0.10

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Data is reported based on full-time equivalent (FTE) staffing and credential authorizations. In small schools with flexible instructional models, credentialed teachers may be reported as assigned out-of-field when supporting students across multiple subject areas under allowable assignment options.

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.9	0.20
Local Assignment Options	1.30	0.5	3.10
Total Out-of-Field Teachers	1.30	1.5	3.40

Class Assignments

Percentages are calculated based on a small number of classes and students. In small schools, a single class or assignment may result in large percentage fluctuations from year to year. Data reflects class-level reporting at the time of submission and may not represent ongoing instructional support models.

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3%	0%	20.00%

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	45.1%	16.20%

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

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

California Heritage YouthBuild Academy utilizes a standards-aligned digital curriculum provided through Edgenuity for core academic instruction. All students have access to required instructional materials through the digital platform. Curriculum is reviewed and updated regularly by the provider to maintain alignment with current California state standards. No students lack access to assigned instructional materials.

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity English Language Arts courses aligned to California Common Core State Standards. Curriculum is digitally provided to all students and updated regularly to reflect current state standards.	0
Mathematics	Edgenuity Mathematics courses aligned to California Common Core State Standards. Curriculum is delivered digitally and is reviewed and updated regularly to ensure alignment with current standards.	0
Science	Edgenuity Science courses aligned to the California Next Generation Science Standards (NGSS). Courses include embedded virtual laboratory simulations. When applicable, students also have access to shared, site-based laboratory equipment.	0
History-Social Science	Edgenuity History–Social Science courses aligned to California History–Social Science Content Standards. Digital curriculum includes instructional content, primary source materials, and assessments.	0
Foreign Language	Edgenuity World Language courses delivered digitally and aligned to applicable state standards. Curriculum is accessible to all enrolled students.	0
Health	Edgenuity Health Education curriculum aligned to California Health Education Content Standards. Instructional materials are provided digitally to all students.	0
Visual and Performing Arts	Edgenuity Visual and Performing Arts curriculum aligned to California Visual and Performing Arts Standards. Instruction is delivered digitally and supplemented by project-based learning opportunities when applicable.	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Using the most recently completed Facility Inspection Tool (FIT) conducted on November 18, 2025, California Heritage YouthBuild Academy’s instructional facilities were found to be in overall good to excellent condition across all sites, demonstrating the school’s continued commitment to providing safe, clean, and well-maintained learning environments.

General Conditions

The inspection included three instructional sites: Airport Road, Hartnell Avenue, and Churn Creek Road. The Hartnell Avenue and Churn Creek Road sites both received overall ratings of “Perfect,” reflecting strong facility conditions and effective maintenance practices. The Airport Road site received an overall rating of “Good,” with no deficiencies related to structural integrity, health, safety, accessibility, or emergency systems identified during the inspection.

Specific Findings

At the Airport Road site, the inspection identified cosmetic flooring issues, including stained carpeting and areas of wear such as minor tears or rips. These conditions were limited to appearance and surface condition only and did not pose any health or safety concerns. No critical deficiencies were identified at any site.

Planned Improvements

Planned improvements for the Airport Road site include professional deep cleaning of flooring and an assessment for repair or replacement of damaged carpet areas. These actions are scheduled to occur during the summer maintenance period in June, ensuring minimal disruption to instructional activities. Routine maintenance and preventative upkeep will continue across all sites to maintain high facility standards.

School Facility Good Repair Status

The most recent Facility Inspection Tool (FIT) was conducted in November 2025. All systems across school sites were found to be in good repair, with no issues related to structural integrity, health, safety, or emergency systems. Minor cosmetic flooring wear was noted at the Airport Road site and is scheduled for professional cleaning and assessment for repair during the summer maintenance period.

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

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

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Overall cleanliness is maintained across sites. Minor cosmetic carpet wear and staining noted at the Airport Road site. Professional cleaning and assessment for repair are scheduled during the summer maintenance period.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating

Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

CAASPP results are based on a small number of tested students. In small schools, year-to-year percentages may fluctuate significantly and should be interpreted with caution. Results reflect student performance at the time of testing and do not capture individual student growth or progress toward graduation.

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	20%	9%	20%	8%	47%	48%
Mathematics (grades 3-8 and 11)	3%	2%	3%	2%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Results are based on a small number of tested students, and many student groups have cell sizes too small to report publicly. In small schools, subgroup percentages may fluctuate significantly from year to year and should be interpreted with caution. Suppressed data (“--”) reflects privacy protections for groups with ten or fewer students.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	43	81.13%	18.87%	9.30%
Female	19	16	84.21%	15.79%	0.00%
Male	32	25	78.13%	21.87%	8.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	35	29	82.86%	17.14%	10.34%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	39	79.59%	20.41%	5.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	11	73.33%	26.67%	0.00%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Results are based on a small number of tested students, and many student groups have cell sizes too small to report publicly. In small schools, subgroup percentages may fluctuate significantly from year to year and should be interpreted with caution. Suppressed data ("--") reflects privacy protections for groups with ten or fewer students.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	41	77.36%	22.64%	2.44%
Female	19	15	78.95%	21.05%	0.00%
Male	32	24	75.00%	25.00%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	35	27	77.14%	22.86%	3.70%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	37	75.51%	24.49%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	15	11	73.33%	26.67%	0.00%

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Science assessment results are based on a small number of tested students in specific grade levels. In small schools, year-to-year percentages may fluctuate significantly and should be interpreted with caution. Results reflect student performance at the time of testing and do not capture individual student growth or progress toward graduation.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	0.00%	12.50%			30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Results are based on a small number of tested students in specific grade levels, and many student groups have cell sizes too small to report publicly. In small schools, subgroup percentages may fluctuate significantly from year to year and should be interpreted with caution. Suppressed data ("--") reflects privacy protections for groups with ten or fewer students.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	24	66.67%	33.33%	12.50%
Female	13	9	69.23%	30.77%	--
Male	23	15	65.22%	34.78%	6.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	25	18	72.00%	28.00%	11.11%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	26	16	61.54%	38.46%	18.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Career Technical Education (CTE) Programs

School Year 2024-25

California Heritage YouthBuild Academy (CHYBA) is committed to providing high-quality Career Technical Education (CTE) programs as a core component of its mission to prepare students for meaningful careers, postsecondary education, and long-term success. CHYBA's CTE pathways are designed to provide students with hands-on learning experiences, industry-aligned instruction, and opportunities to earn certifications that support workforce readiness.

All CTE programs at CHYBA are aligned with the **California Career Technical Education Model Curriculum Standards** adopted pursuant to Education Code Section 51226 and are delivered through structured course sequences that promote progressive skill development.

CTE Programs and Course Sequences Offered

CHYBA currently offers the following CTE pathways, all of which are actively offered and in development during the 2025–26 school year. Instruction is conducted **directly by CHYBA staff**, many of whom are industry professionals with real-world experience in their respective fields.

CTE Construction Pathway

Instructor: Robert Waterman (Licensed Contractor)

Course Sequence:

CTE Beginning Construction

OSHA 10 Certification

CTE Intermediate Construction

CTE Advanced Construction

CTE Culinary Arts Pathway

Instructor: Sadie Krueger (Executive Chef and Professional Instructor)

Course Sequence:

CTE Beginning Culinary Arts

Food Handler's Certification

CTE Intermediate Culinary Arts

CTE Advanced Culinary Arts

Certifications and Work-Based Learning Opportunities

Across all pathways, students have opportunities to earn industry-recognized certifications and participate in experiential learning, including:

OSHA 10

Food Handler's Certification

Work-based learning experiences

Internships

Job site and field-based experiences

These opportunities are designed to connect classroom learning with real-world application and career exploration.

CTE Advisory Committee

The primary representative for CHYBA’s CTE Advisory Committee is **Cathy Taylor**, who serves as the liaison between the school and industry partners to ensure alignment with workforce needs and program quality.

Contact Information:

Email: ctaylor@chybacharter.com

Phone: (530) 378-5254

Industries Represented on the CTE Advisory Committee

CHYBA’s CTE Advisory Committee includes representation from industries aligned with the school’s current pathways, including:

Construction and Building Trades

Culinary and Hospitality Services

Career Technical Education (CTE) Participation (School Year 2024–25)

CTE participation reflects student enrollment in one or more Career Technical Education courses during the school year. Completion and diploma rates are calculated based on students who complete a full CTE pathway and earn a high school diploma, which may occur over multiple years. CTE course sequencing is in place, and articulation with postsecondary institutions is developed as partnerships and agreements are established.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	99
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.1%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)
Admission Requirements

Enrollment in UC/CSU, approved (A–G) courses reflects student participation during the school year. Completion of all UC/CSU admission requirements is measured only at the time of graduation. As an alternative education program, the school offers multiple postsecondary pathways, including career technical education and workforce preparation, and not all students pursue the UC/CSU pathway.

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	21.99%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

California Physical Fitness Test (PFT) Results – 2024–25

The California Physical Fitness Test (PFT) reports student participation in five required fitness components: aerobic capacity, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility. Reporting reflects **participation only**, as required by the California Department of Education.

To protect student privacy, results are not displayed for any student group with ten or fewer students, and such instances are indicated by double dashes (--). Only grade levels applicable to the school are included in public reporting.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	--	--	24%	24%	24%

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

At California Heritage YouthBuild Academy (CHYBA), parental involvement is a cornerstone of fostering student success and creating a supportive educational environment. Parents can participate in a variety of activities and initiatives designed to strengthen connections between families and the school. Key opportunities for parental involvement include:

1. **LCAP Advisory Meetings:** Parents are invited to participate in regular advisory meetings, where they can provide feedback on school goals, policies, and strategies to improve student outcomes.
2. **Community Presentations:** CHYBA hosts community presentations on topics relevant to student and family success, offering parents opportunities to engage with school initiatives and gain insights into academic and extracurricular programs.
3. **Educational Partner Surveys:** Parents are encouraged to share their input through annual surveys, which inform the school’s Local Control and Accountability Plan (LCAP) and other improvement strategies.
4. **Open-Door Communication Policy:** Parents have direct access to school administrators through an open-door policy, allowing them to discuss concerns, ask questions, or share feedback at any time.
5. **Event Participation:** Families are invited to attend various school events, including celebrations, career exploration days, and student showcases, to build community and support student achievements.
6. **Volunteer Opportunities:** Parents can contribute by volunteering for events, participating in committees, or supporting specific programs such as Career Technical Education (CTE) initiatives.
7. **Parent Workshops and Training:** CHYBA provides workshops on topics such as supporting academic success, FAFSA completion, and understanding college and career pathways.

For more information about how to get involved or to join specific opportunities, parents can contact **Ryan Franco**, Principal, at **rfranco@chybacharter.com** or by calling **(530) 378-5254**. These efforts ensure that parents play an active role in shaping a vibrant and inclusive school community.

State Priority: Pupil Engagement

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

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

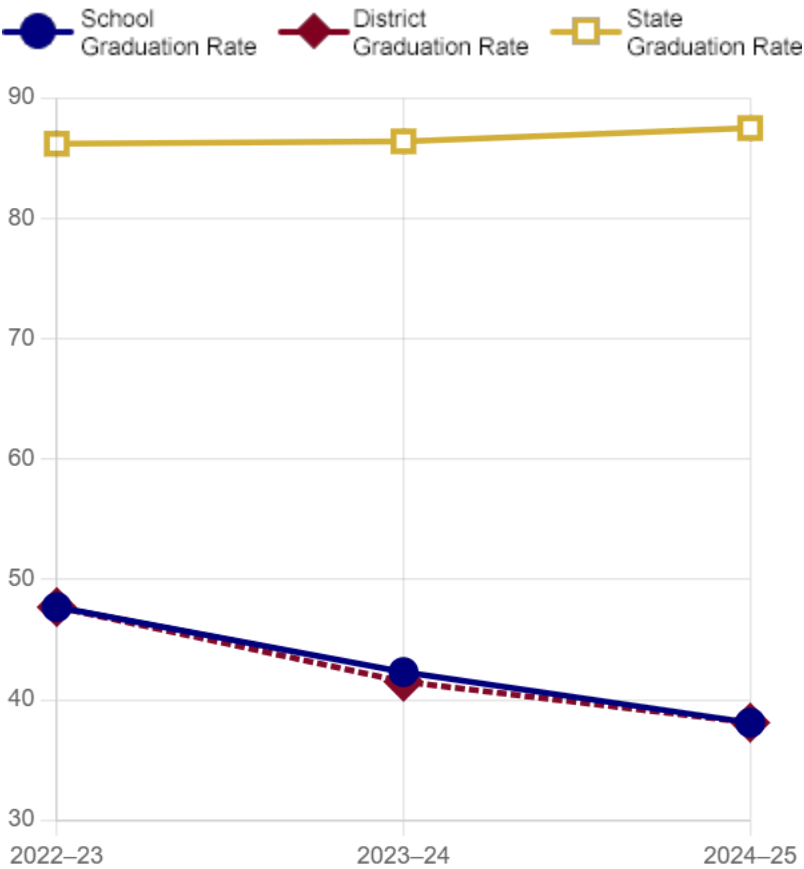
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Graduation and dropout rates are based on four-year cohort calculations and reflect student enrollment and exit patterns over multiple years. As an alternative education program, the school enrolls students at varying points in their high school careers, including students who transfer in after their original cohort year. These rates should be interpreted within the context of a nontraditional, re-engagement educational model.

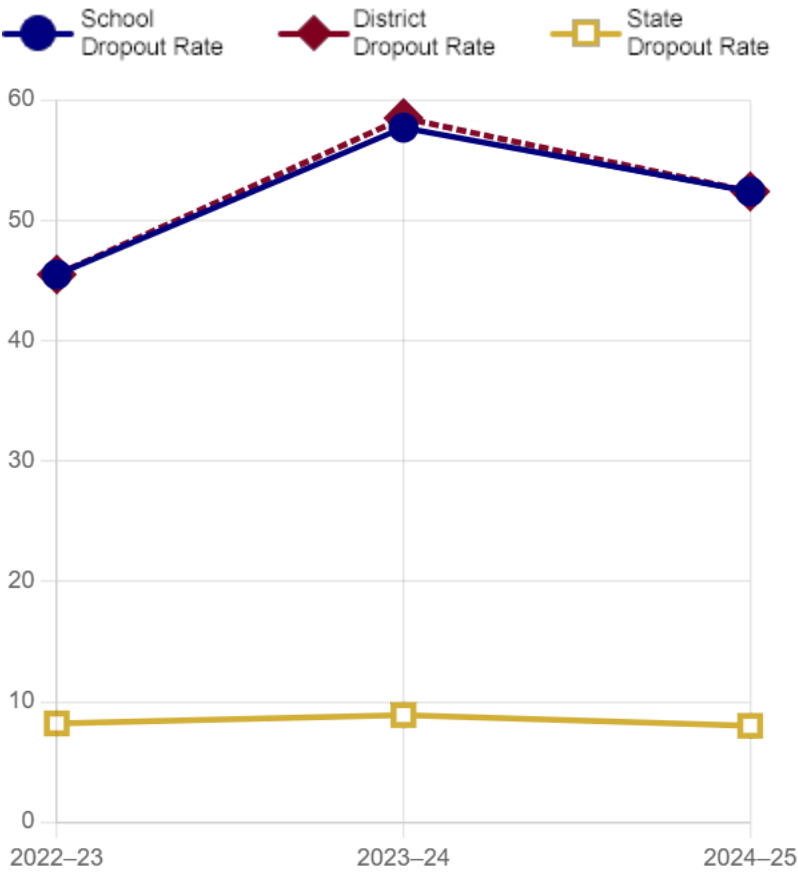
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	47.7%	42.3%	38.1%	47.7%	41.5%	38.1%	86.2%	86.4%	87.5%
Dropout Rate	45.5%	57.7%	52.4%	45.5%	58.5%	52.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

The Four-Year Adjusted Cohort Graduation Rate (ACGR) reflects the percentage of students who graduate within four years of entering high school, as defined by the California Department of Education. California Heritage YouthBuild Academy (CHYBA) serves a high proportion of students who enroll significantly behind in credits, experience housing instability, or face other barriers that may impact traditional four-year graduation timelines.

Graduation rates are reported by student group where cohort sizes meet minimum reporting thresholds. To protect student privacy, results are not displayed for student groups with ten or fewer students and are indicated by double dashes (--). Student groups with zero enrollment are reported as 0.00 percent in accordance with state reporting requirements.

CHYBA remains committed to supporting students toward high school completion through individualized academic planning, flexible scheduling, credit recovery options, intensive counseling support, and connections to career technical education and postsecondary pathways. In addition to four-year cohort outcomes, many students at CHYBA successfully complete graduation requirements beyond the four-year window or transition to alternative completion pathways aligned with their individual needs.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	63	24	38.1%
Female	28	9	32.1%
Male	34	15	44.1%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	13	4	30.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	40	18	45.0%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	18	7	38.9%
Socioeconomically Disadvantaged	61	23	37.7%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Chronic absenteeism is defined as students who are absent for 10 percent or more of the instructional days for which they are enrolled. California Heritage YouthBuild Academy (CHYBA) serves a high-need student population, including many students who enroll with a documented history of serious chronic absenteeism from prior schools, as well as students experiencing housing instability, economic hardship, and other significant barriers to consistent school attendance.

Chronic absenteeism data are reported by student group where sufficient enrollment exists. To protect student privacy, results are not displayed for student groups with ten or fewer students and are indicated by double dashes (--).

CHYBA actively addresses attendance challenges through individualized student support plans, targeted outreach to students and families, flexible scheduling options, transportation supports, case management services, and collaboration with community partners. The school remains committed to improving student engagement and attendance by reducing barriers and providing responsive, student-centered interventions.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	227	203	185	91.1%
Female	89	78	73	93.6%
Male	134	122	109	89.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	13	12	92.3%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	34	32	94.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	25	22	88.0%
White	141	127	116	91.3%
English Learners	--	--	--	--
Foster Youth	18	--	--	--
Homeless	32	28	26	92.9%
Socioeconomically Disadvantaged	197	174	156	89.7%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	40	36	90.0%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

California Heritage YouthBuild Academy (CHYBA) reports a suspension and expulsion rate of 0.00 percent for the 2022–23, 2023–24, and 2024–25 school years. This reflects the school’s commitment to maintaining a safe and supportive learning environment through proactive, restorative, and preventative behavior supports.

When behavioral concerns arise, CHYBA works closely with students and families to implement **meaningful, individualized supports and consequences** designed to address root causes, promote accountability, and support long-term behavior change. Rather than relying on exclusionary discipline practices, the school emphasizes early intervention, relationship-based approaches, de-escalation strategies, Restorative Justice, and collaborative problem-solving.

Staff partner with families, counselors, and support personnel to develop plans that may include increased supervision, behavioral agreements, counseling referrals, and targeted skill-building supports. Disciplinary data are reported in accordance with California Department of Education guidelines. To protect student privacy, results are not displayed for student groups with ten or fewer students and are indicated by double dashes (--). CHYBA continues to prioritize student safety, accountability, and a positive school climate while ensuring discipline practices are fair, equitable, and aligned with state expectations.

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	2.75%	0.00%	1.68%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

For the 2024–25 school year, California Heritage YouthBuild Academy (CHYBA) reported a suspension and expulsion rate of 0.00 percent across all reported student groups. This reflects the school’s consistent use of proactive, restorative, and preventative behavior supports for all students.

CHYBA emphasizes equitable discipline practices by working collaboratively with students and families to address behavioral concerns through meaningful supports and consequences tailored to individual student needs. The school prioritizes early intervention, relationship-based approaches, de-escalation strategies, and individualized behavior planning rather than exclusionary discipline measures.

Disciplinary data are reported by student group where sufficient enrollment exists. To protect student privacy, results are not displayed for student groups with ten or fewer students and are indicated by double dashes (--). CHYBA remains committed to maintaining a safe, inclusive, and supportive school environment while ensuring discipline practices are fair, consistent, and aligned with California Department of Education guidelines.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

The California Heritage YouthBuild Academy (CHYBA) Comprehensive School Safety Plan reflects the school’s commitment to providing a safe, inclusive, and supportive learning environment for all students and staff. The plan is **reviewed, updated, and adopted annually** in accordance with state requirements and was most recently reviewed and updated on **January 25, 2026**. The plan was discussed with school faculty, administrative staff, and student representatives to ensure shared understanding of safety procedures and roles.

Key elements of the plan include emergency preparedness and response procedures; regularly scheduled safety drills; school climate and prevention strategies; bullying and harassment prevention policies; safe ingress and egress procedures; and clearly defined roles and responsibilities for incident response. CHYBA also collaborates with local law enforcement and emergency responders to support coordinated emergency preparedness efforts.

The Comprehensive School Safety Plan is developed and refined annually with stakeholder input and remains aligned with legal requirements, best practices, and the specific needs of the school community. A copy of the plan is available for public review at the main campus in the reception office. Additional information may be obtained by contacting school administration.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

California Heritage YouthBuild Academy (CHYBA) operates a small, personalized secondary instructional model designed to support students who are credit-deficient or require intensive academic support. Class sizes vary by subject area and year based on student enrollment, individualized scheduling, and program offerings. Smaller class sizes allow for increased instructional support, targeted intervention, and individualized learning and life plans aligned with student needs and future goals.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	5	0	0
Mathematics	3.00	3	0	0
Science	5.00	2	0	0
Social Science	2.00	9	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

California Heritage YouthBuild Academy (CHYBA) operates a small, personalized secondary instructional model designed to support students who are credit-deficient or require intensive academic support. Class sizes vary by subject area and year based on student enrollment, individualized scheduling, and program offerings. Smaller class sizes allow for increased instructional support, targeted intervention, and individualized learning and life plans aligned with student needs and future goals.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	3		
Mathematics	3.00	5		
Science	5.00	3		
Social Science	4.00	8		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

California Heritage YouthBuild Academy (CHYBA) operates a small, personalized secondary instructional model designed to support students who are credit-deficient or require intensive academic support. Class sizes vary by subject area and year based on student enrollment, individualized scheduling, and program offerings. Smaller class sizes allow for increased instructional support, targeted intervention, and individualized learning and life plans aligned with student needs and future goals.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	4		
Mathematics	5.00	4		
Science	15.00	2		
Social Science	8.00	6		

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

During the 2024–25 school year, California Heritage YouthBuild Academy (CHYBA) provided academic counseling services through **one part-time academic counselor**. Because this position did not constitute a full-time equivalent (FTE), a pupil-to-academic counselor ratio is reported as 0 in this section. Students received individualized academic guidance and support through this counseling model.

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

During the 2024–25 school year, California Heritage YouthBuild Academy (CHYBA) provided student support services through a non-traditional, team-based staffing model. Student support roles not reflected in the listed categories are reported under the “Other” classification in accordance with state reporting guidance.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.40

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Expenditure and salary data reflect the school’s size, staffing model, and funding structure and are reported in accordance with state accounting and reporting requirements.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

During the 2024–25 fiscal year, California Heritage YouthBuild Academy (CHYBA) funded programs and services designed to support academic achievement, student engagement, and overall well-being. These services included individualized academic support and credit recovery, academic counseling and guidance, mental health and behavioral supports, attendance intervention and case management, career technical education (CTE) pathways, workforce preparation, and college and career readiness services.

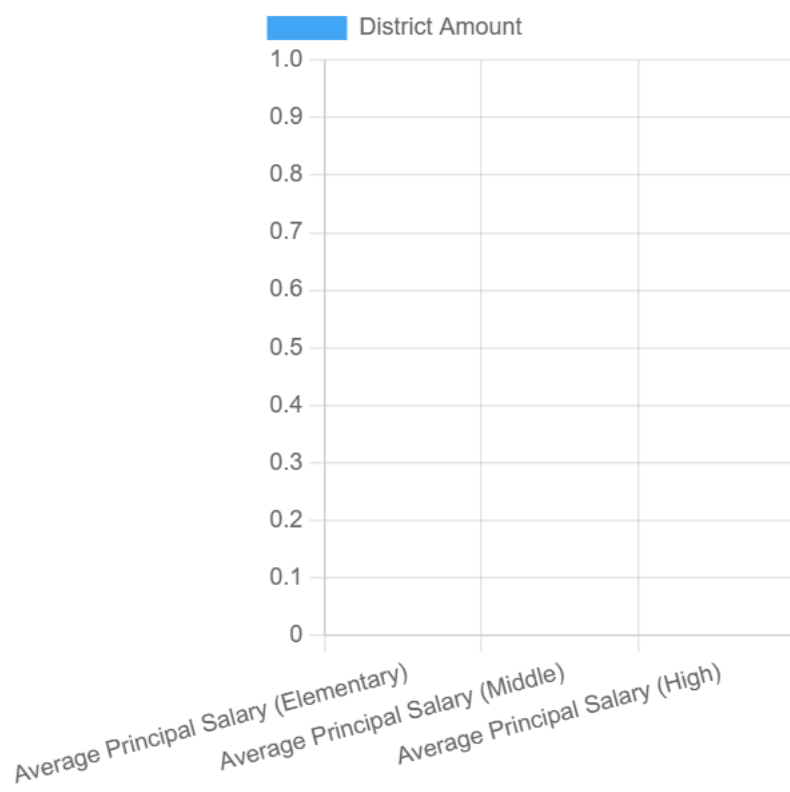
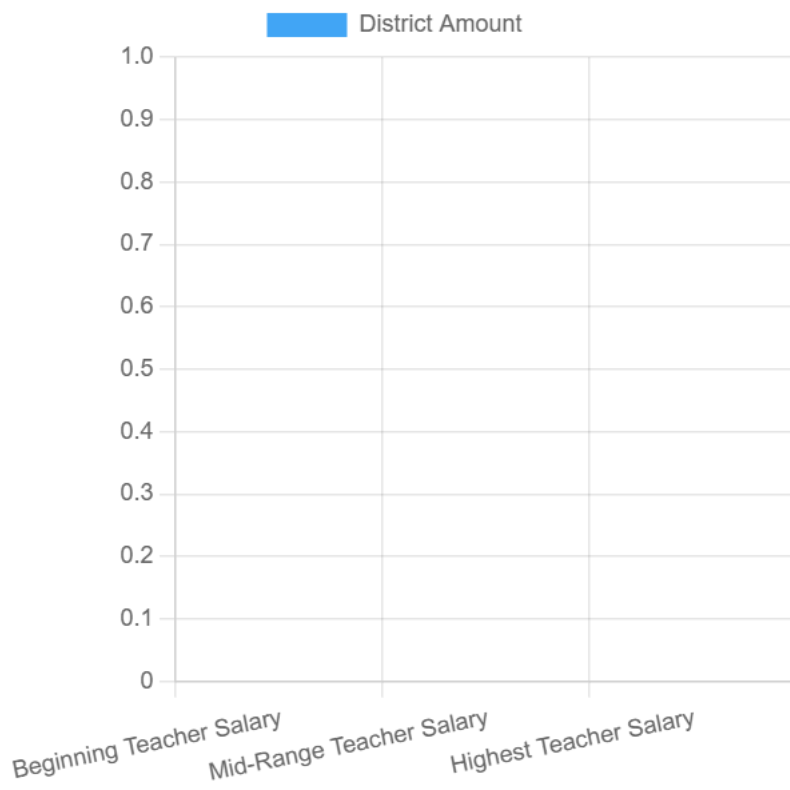
Additional supports included transportation assistance, family engagement and outreach, and partnerships with community agencies to address barriers to learning. Services were aligned with identified student needs and implemented in accordance with state and federal funding requirements.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Salary information in this section is reported at the district level and may not be applicable to charter schools. As a result, teacher and administrative salary data are not displayed for California Heritage YouthBuild Academy.

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

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



Advanced Placement (AP) Courses (School Year 2024–25)

California Heritage YouthBuild Academy (CHYBA) makes Advanced Placement (AP) coursework available through its instructional program; however, during the 2024–25 school year, no students enrolled in or completed AP courses. As a result, the percent of students enrolled in AP courses and the number of AP courses offered with student enrollment are reported as zero.

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

California Heritage YouthBuild Academy (CHYBA) dedicates multiple school days each year to staff development and continuous improvement. Professional development focuses on instructional practices, student engagement strategies, trauma-informed supports, behavior de-escalation, safety procedures, and alignment with state standards and school goals. These activities support ongoing staff growth and the continuous improvement of instructional and support services.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3