California Heritage YouthBuild Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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.

2023-24 School Contact Information

School Name	California Heritage YouthBuild Academy
Street	8544 Airport Rd.
City, State, Zip	Redding
Phone Number	5303785254
Principal	Ryan Franco
Email Address	rfranco@chybacharter.com
School Website	chybacharter.com
County-District-School (CDS) Code	53105380125633

2023-24 District Contact Information

District Name	California Heritage YouthBuild Academy II (CHYBA)
Phone Number	5303785254
Superintendent	Cathy Taylor
Email Address	ctaylor@chybacharter.com
District Website	www.chybacharter.com

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	20
Grade 11	27
Grade 12	33
Total Enrollment	98

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.7%
Male	66.3%
American Indian or Alaska Native	6.1%
Asian	1%
Black or African American	4.1%
Hispanic or Latino	29.6%
Two or More Races	7.1%
White	52%
English Learners	2%
Foster Youth	22.4%
Homeless	13.3%
Socioeconomically Disadvantaged	87.8%
Students with Disabilities	20.4%

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.

2020-21 Teacher Preparation and Placement

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)	1.10	32.78	1.50	33.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	66.94	3.00	65.87	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	3.60	100.00	4.60	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.40	1.30
Total Out-of-Field Teachers	2.40	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		33.3
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CHYBA offers a diverse range of personalized curriculum options that are aligned with the California State Standards, including the use of Edgenuity for updated and standards-aligned curriculum content. The school regularly assesses its online programs and instructional materials to ensure they meet the evolving needs of students, staying current with educational developments and student requirements.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

	Adoption?	Assigned Copy
Reading/Language Arts	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
Mathematics	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
Science	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
History-Social Science	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
Foreign Language	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
Health	Edgenuity, Starline Press, and Renaissance Learning	Yes	0
Visual and Performing Arts	Edgenuity, Starline Press, and Renaissance Learning	Yes	0

School Facility Conditions and Planned Improvements

For the 2022-2023 academic year, nearly every region of CHYBA, including the previously underperforming Backyard grounds, achieved a "good" rating as assessed by the Facility Inspection Tool. However, there was an observed deficiency in cleanliness, with specific concerns regarding stained floors and areas of damaged, unpainted walls and trim. These isolated issues, while not widespread, highlight areas that require attention to uphold the overall standard of the facility. The improvement plan for the Backyard grounds has been effectively implemented, and similar focused efforts are now being directed towards these identified cleanliness concerns.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repair needed, or action to be taken at this time.
Interior: Interior Surfaces	X			No repair needed, or action to be taken at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		There is an observed deficiency in cleanliness, with specific concerns regarding stained floors and areas of damaged, unpainted walls and trim. Focused efforts are now being directed towards these identified cleanliness concerns.
Electrical	X			No repair needed, or action to be taken at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repair needed, or action to be taken at this time.
Safety: Fire Safety, Hazardous Materials	X			No repair needed, or action to be taken at this time.
Structural: Structural Damage, Roofs	X			No repair needed, or action to be taken at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repair needed, or action to be taken at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	0	17	0	47	46
Mathematics (grades 3-8 and 11)	0	0	0	0	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	32	84.21	15.79	0.00
Female	13	11	84.62	15.38	0.00
Male	25	21	84.00	16.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	26	83.87	16.13	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	32	84.21	15.79	0.00
Female	13	11	84.62	15.38	0.00
Male	25	21	84.00	16.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	26	83.87	16.13	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	5.56	--	--	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	18	75.00	25.00	5.56
Female	--	--	--	--	--
Male	14	11	78.57	21.43	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	16	72.73	27.27	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Our school district offers specialized Career Technical Education (CTE) programs, including Culinary Arts and Construction and Building Trades, aligned with the model curriculum standards. These programs provide students with practical skills and the opportunity to earn nationally recognized certifications like NCCER, OSHA, and California Food Handlers.

We offer a series of program sequences conducted by community partners and our school district, ensuring a blend of theoretical and practical learning. Our CTE Construction Program is led by Robert Waterman, and Sadie Kruegar heads the Culinary Arts program. These programs benefit from partnerships with local industry members such as Chad Scott at the Shasta Builders Exchange, Hill Country, The Smart Center, Emergent 3D, and various building contractors.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	43
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	24.49
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

Every new student at CHYBA, along with their parents or guardians, participates in an orientation session upon enrollment. This session includes a thorough review of the student/parent handbook. During the orientation, the CHYBA administrative staff also discuss the A-G UC/CSU approved courses and the available Career Technical Education (CTE) courses, which are reviewed and updated annually by the staff.

CHYBA is committed to maintaining regular communication with parents, ensuring they are informed every six weeks at least, or more frequently if necessary, about their child's academic progress and overall wellbeing. This communication is facilitated through various channels, including phone calls, texts, emails, ParentSquare, the CHYBA website, the student portal, and in-person meetings involving parents, students, school staff, and community partners who support the students' academic and general wellbeing.

Furthermore, CHYBA organizes two parent resource/information nights each year, to which all parents are invited. In addition to these structured communication channels, CHYBA's administration maintains an Open Door Policy, allowing parents to request and receive attention from the administration at any time as needed. This policy underscores CHYBA's dedication to open communication and active involvement in the educational journey of its students.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates;
	• High school Graduation Rates; and
	• Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	40.9	29.6	45.5	42.6	29.6	45.5	9.4	7.8	8.2
Graduation Rate	36.4	18.5	47.7	36.2	18.5	47.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	21	47.7
Female	17	9	52.9
Male	27	12	44.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	11	5	45.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	12	52.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	17	6	35.3
Socioeconomically Disadvantaged	40	18	45.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	4	33.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	163	148	120	81.1
Female	52	49	43	87.8
Male	110	98	76	77.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	9	8	7	87.5
Asian	3	3	1	33.3
Black or African American	8	7	4	57.1
Filipino	0	0	0	0.0
Hispanic or Latino	42	38	27	71.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	12	11	11	100.0
White	88	81	70	86.4
English Learners	4	4	3	75.0
Foster Youth	39	33	24	72.7
Homeless	20	20	18	90.0
Socioeconomically Disadvantaged	143	130	106	81.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	28	21	75.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.76	0.00	0.00	1.34	4.86	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The school develops a safety plan that is reviewed annually, board approved in February and sent to Trinity County Office of Education for final review and approval in March.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	2		
Mathematics	2	2		
Science	2	2		
Social Science	2	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	4		
Mathematics	3	3		
Science	7	2		
Social Science	4	8		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	0.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12832.76	7431.75	5401.01	58235
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	-33.9	-52.8

Fiscal Year 2022-23 Types of Services Funded

CHYBA offers a curriculum that aligns with the standards for each grade level. The educational materials provided by the program include online curriculum resources, textbooks for students, specialized workbooks and supplemental materials, as well as essential school supplies as required. Additionally, the program includes enrichment activities, featuring curriculum that leads to industry-recognized certifications like First Aid/CPR and NCCER Construction certificates.

To further enhance the learning experience, CHYBA incorporates various experiential learning opportunities such as field trips, job shadowing, mentoring programs, and practical on-the-job training in construction. These elements are integrated into the curriculum to provide a well-rounded educational experience that goes beyond traditional classroom learning.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

CHYBA recognizes the importance of professional development in adapting to the rapidly evolving state and federal educational standards. Our school is dedicated, both in policy and financial support, to offering professional development opportunities. In addition to allocating four full days for staff-wide professional development, CHYBA allocates two hours every Wednesday for RTI/PLC time for its staff. During these sessions, staff members engage in discussions and training on various topics relevant to their educational roles, such as Common Core Standards (CCS), Social Emotional Learning, curriculum, intervention strategies, performance data, attendance, individual and group student progress, CASSP data, STAR testing data,

Professional Development

and trauma-informed practices.

Additionally, resources related to Career and Technical Education, YouthBuild affiliation, AmeriCorps, and Restorative Justice are made accessible to the staff. Our teachers participate in workshops and conferences organized by AmeriCorps, YouthBuild, the district, the county, and other professional entities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4