

# YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street  
Marysville, CA 95901

## Agenda

July 9, 2025



Katharine Rosser

John Nicoletti

Marjorie Renicker

Desiree Hastey

Tracy Bishop

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Yuba County Office of Education

**Better Together**

Rob Gregor

Yuba County Superintendent of Schools

**YUBA COUNTY BOARD OF EDUCATION  
REGULAR MEETING**

**Wednesday, July 9, 2025 – 4:30 p.m.**  
Yuba County One Stop, Beckwourth Room  
1114 Yuba Street, Marysville, CA 95901

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

**AGENDA**

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

2. PUBLIC COMMENTS

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

The California Government Code, Section 54954.2(a)(2) states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.”

3. APPROVAL OF AGENDA

**ACTION ITEM**

4. CONSENT AGENDA

**ACTION ITEM**

4.1 APPROVAL OF JUNE 18, 2025, BOARD MINUTES – Pages 1-6

4.2 ACCEPTANCE OF DONATION OF 150 BACKPACKS FILLED WITH SCHOOL SUPPLIES FROM SCHOOLSFIRST FEDERAL CREDIT UNION – Page 7

4.3 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 8

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

5. SUPERINTENDENTS REPORT

5.1 ADOPTION OF JOINT RESOLUTION  
2025-05 OPPOSITION TO ASSEMBLY BILL 84 – Page 9  
Rob Gregor

**INFORMATION ITEM**

The Board of Education will adopt Resolution 2025-06 in opposition of Assembly Bill 84 (2025-2026 Legal Session).

5.2 RESCISSION OF BROWN ACT COMMENT – Page 10 **ACTION ITEM**

The Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action as described in a June 13, 2025 email complaint.

5.3 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS – Page 11 **INFORMATION ITEM**  
Rob Gregor

Superintendent Gregor will share the Quarterly Report on Williams Uniform Complaints for April 1, 2025 – June 30, 2025, 4<sup>th</sup> Quarter, pursuant to Education Code §35186.

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

6. EDUCATIONAL SERVICES

6.1 ANNUAL YUBA ENVIRONMENTAL SCIENCE (YES) CHARTER PERFORMANCE REPORT TO THE BOARD **INFORMATION ITEM**  
Jessica Geierman – Pages 12-20

The annual performance report on YES Charter provides an authorizing agency's summary of identified strengths and areas for improvement based on identified indicators and metrics.

6.2 APPENDIX 2024-2025 STAFF OVERSIGHT REPORT **INFORMATION ITEM**  
Jessica Geierman - Pages 21-42

Detailed Staff Findings on YES Charter 2024-2025 oversight.

6.3 YUBA COUNTY OFFICE OF EDUCATION (YCOE) STAFF REPORT FOR YES CHARTER REQUEST FOR MATERIAL REVISION – Pages 44-234 **ACTION ITEM**  
Jessica Geierman

On April 15, 2025, the Yuba Environmental Science Charter Academy ("Charter School" or "YES") submitted a request for material revision to the Yuba County Office of Education ("County Office" or "the YCOE"). If approved, the request would enable the charter school to offer a long-term independent study option to families for the enrolled grade levels.

6.4 ADOPTION OF MULTITUDES READING DIFFICULTIES SCREENER – Pages 235-236 **ACTION ITEM**  
Kristen Nottle-Powell

SB 114 added CA Ed Code 53008 requiring all Local Education Agencies (LEAs) to adopt a Reading Difficulties Risk Screener by June 30, 2025, and implement it no later than the 2025-2026 school year.

7. CLOSED SESSION

- 7.1 CONFERENCE WITH LEGAL COUNSEL  
EXISTING LITIGATION (Gov't. Code section 54956.9(d)(1)  
YUBA COUNTY CASE NUMBER: CVPT24-00567 – Pages

**INFORMATION/  
ACTION ITEM**

- 7.2 RECONVENE IN OPEN SESSION  
REPORT CLOSED SESSION ACTIONS

**INFORMATION ITEM**

After the closed session, the County Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly report closed session actions, the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed.

8. ADVANCED PLANNING

- 8.1 NEXT REGULAR BOARD MEETING  
AUGUST 13, 2025 – 4:30 P.M.  
LOCATION: YUBA COUNTY ONE STOP,  
BECKWORTH ROOM, 1114 YUBA STREET,  
MARYSVILLE, CA 95901

**INFORMATION/  
ACTION ITEM**

9. ADJOURN

**ACTION ITEM**

**YUBA COUNTY BOARD OF EDUCATION  
REGULAR MEETING MINUTES**

Wednesday, June 18, 2025 – 4:30 p.m.

1114 Yuba Street, Beckwourth Room, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
<b>1. CALL TO ORDER</b>	President Nicoletti called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on June 18, 2025, at 1114 Yuba Street, Marysville, CA 95901.	<b>CALLED TO ORDER:</b> 4:30 p.m.
<b>ATTENDANCE, PLEDGE OF ALLEGIANCE</b>	John Nicoletti, Marjorie Renicker, Desiree Hastey, and Tracy Bishop are present.  Katharine Rosser is not in attendance.  Superintendent Rob Gregor is not in attendance.  Deputy Superintendent Bobbi Abold led the recital of the Pledge of Allegiance.	<b>QUORUM PRESENT</b>
<b>2. PUBLIC COMMENTS</b>	Chelsea, a parent from Yuba Environmental Science (YES) Charter Academy, spoke about a free summer program for children and the Monarch butterfly program.  YES Charter Academy Principal Louise Miller shared a handout and photos with the board. She spoke about project-based learning programs at YES Charter Academy.	
<b>3. APPROVAL OF AGENDA</b>	President Nicoletti directed Board members to the June 18, 2025, Agenda for their review and approval.  Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the June 18, 2025 Agenda as presented.	<b>MOTION:</b> To approve the June 18, 2025 Agenda as presented <b>MOTION:</b> Desiree Hastey <b>SECOND:</b> Marjorie Renicker <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop – Aye John Nicoletti – Aye <b>MOTION APPROVED (4/0)</b>

<p><b>4. CONSENT AGENDA</b></p>	<p>President Nicoletti directed board members to the June 18, 2025, Consent Agenda for their review and approval.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Renicker, the board unanimously approved the Consent Agenda as presented.</p>	<p><b>MOTION:</b> To approve the Consent Agenda as presented  <b>MOTION:</b> Tracy Bishop  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b>  Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p>
<p><b>5. SUPERINTENDENT’S REPORT</b></p>	<p><b>5.1 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest</b></p> <p>President Nicoletti shared information about upcoming community events and information about Habitat for Humanity.</p> <p>Vice President Bishop noted that she will be donating a gift basket for the Yuba County Office of Education Welcome Back to School staff event. She encouraged other trustees to donate.</p> <p>Trustee Renicker shared her experience at the High Wheelers baseball game (Educators Night).</p> <p><b>5.2 Consideration 2025-2026 Association Of California County Boards of Education (ACCBE) Membership</b></p> <p>The board deliberated in open session regarding 2025-2026 ACCBE membership.</p> <p>No action was taken and the Yuba County Board of Education declined 2025-2026 ACCBE membership.</p>	

<p><b>6. EDUCATIONAL SERVICES</b></p>	<p><b>6.1 Approval of the Local Control Accountability Plan (LCAP) of the Yuba County Office of Education (YCOE) for 2025-2026</b></p> <p>Deputy Superintendent Bobbi Abold requested Board approval on the YCOE 2025-2026 LCAP.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the YCOE 2025-2026 LCAP as presented.</p> <p><b>6.2 Yuba County Office of Education Local Indicators</b></p> <p>Deputy Superintendent Bobbi Abold reviewed the Yuba County Office of Education (YCOE) Local Indicators and requested Board approval.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the YCOE Local Indicators as presented.</p> <p><b>6.3 Yuba County Office of Education Consolidated Application for 2025-2026</b></p> <p>Deputy Superintendent Bobbi Abold led a review of the YCOE Consolidated Application for 2025-2026 and requested Board approval.</p> <p>Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, the Board unanimously approved the YCOE Consolidated Application for 2025-2026 as presented.</p> <p><b>6.4 Yuba County Office of Education Prop 28 Arts and Music Annual Report for 2025-2026</b></p>	<p><b>MOTION:</b> To approve the YCOE 2025-2026 LCAP as presented  <b>MOTION:</b> Desiree Hastey  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p> <p><b>MOTION:</b> To approve the YCOE Local Indicators as presented  <b>MOTION:</b> Desiree Hastey  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p> <p><b>MOTION:</b> To approve the YCOE Consolidated Application for 2025-2026 as presented  <b>MOTION:</b> Marjorie Renicker  <b>SECOND:</b> Desiree Hastey  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p>
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	<p>Deputy Superintendent Bobbi Abold reviewed the YCOE Prop 28 Arts and Music Annual Report for 2025-2026. She noted the second reporting year and requested Board approval.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Renicker, the Board unanimously approved the YCOE Prop 28 Arts and Music Annual Report for 2025-2026 as presented.</p> <p style="text-align: center;"><b>6.5 Approval of the Local Control Accountability Plan (LCAP) of the Yuba County Career Preparatory Charter School (YCCPCS) for 2025-2026</b></p> <p>YCCPCS Principal Cynthia Soares reviewed the YCCPCS 2025-2026 LCAP and requested Board approval.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Vice President Bishop, the Board unanimously approved the YCCPCS 2025-2026 LCAP as presented.</p> <p style="text-align: center;"><b>6.6 Yuba County Career Preparatory Charter School (YCCPCS) Local Indicators</b></p> <p>YCCPCS Principal Cynthia Soares reviewed the YCCPCS Local Indicators and requested Board approval.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Renicker, the Board unanimously approved the YCCPCS Local Indicators as presented.</p>	<p><b>MOTION:</b> To approve the YCOE Prop 28 Arts and Music Annual Report for 2025-2026 as presented  <b>MOTION:</b> Tracy Bishop  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p> <p><b>MOTION:</b> To approve the YCCPCS 2025-2026 LCAP as presented  <b>MOTION:</b> Desiree Hastey  <b>SECOND:</b> Tracy Bishop  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p> <p><b>MOTION:</b> To approve the YCCPCS Local Indicators as presented  <b>MOTION:</b> Tracy Bishop  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b> Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p>
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	<p><b>6.7 Yuba County Career Preparatory Charter School (YCCPCS) Prop 28 Arts and Music Annual Report for 2025-2026</b></p> <p>YCCPCS Principal Cynthia Soares reviewed the YCCPCS Prop 28 Arts and Music Annual Report for 2025-2026 and requested Board approval.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Hastey, the Board unanimously approved the YCCPCS Prop 28 Arts and Music Annual Report for 2025-2026 as presented.</p> <p><b>6.8 Yuba County Career Preparatory Charter School (YCCPCS) Reading Difficulties Risk Screener</b></p> <p>YCCPCS Principal Cynthia Soares led a review of the YCCPCS Reading Difficulties Risk Screener and requested board approval.</p> <p>Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, the Board unanimously approved the YCCPCS Reading Difficulties Risk Screener as presented.</p>	<p><b>MOTION:</b> To approve the YCCPCS Prop 28 Arts and Music Annual Report for 2025-2026 as presented  <b>MOTION:</b> Tracy Bishop  <b>SECOND:</b> Desiree Hastey  <b>ROLL CALL VOTE:</b>  Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p> <p><b>MOTION:</b> To approve the YCCPCS Reading Difficulties Risk Screener as presented  <b>MOTION:</b> Marjorie Renicker  <b>SECOND:</b> Desiree Hastey  <b>ROLL CALL VOTE:</b>  Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p>
<p><b>7. FISCAL SERVICES</b></p>	<p><b>7.2 Adoption of the Proposed Budget of the Yuba County Office of Education (YCOE) for 2025-2026</b></p> <p>Chief Business Official Aaron Thornsberry presented the YCOE 2025-2026 Proposed Budget. He asked if there were any public comments and requested Board approval.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the YCOE 2025-2026 Proposed Budget as presented.</p>	<p><b>MOTION:</b> To approve the YCOE 2025-2026 Proposed Budget as presented  <b>MOTION:</b> Desiree Hastey  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b>  Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED (4/0)</b></p>

<p><b>8. ADVANCED PLANNING</b></p>	<p><b>8.1 Next Regular Board Meeting</b>  <b>July 9, 2025 – 4:30 p.m.</b>  <b>Location: Yuba County One Stop,</b>  <b>Beckwourth Room, 1114 Yuba Street,</b>  <b>Marysville, CA 95901</b></p>	
<p><b>9. ADJOURNMENT</b></p>	<p>There being no further business for discussion, the meeting was adjourned.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Renicker, the Board unanimously adjourned the June 18, 2025, Yuba County Board of Education meeting at 5:22 p.m.</p>	<p><b>MOTION:</b> To adjourn  <b>MOTION:</b> Tracy Bishop  <b>SECOND:</b> Marjorie Renicker  <b>ROLL CALL VOTE:</b>  Marjorie Renicker – Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  John Nicoletti – Aye  <b>MOTION APPROVED</b>  <b>(4/0)</b></p>

Respectfully submitted,

*Rob Gregor*

Rob Gregor  
Yuba County Superintendent of Schools

Recorded by:  
Halee Pomeroy

June 16, 2025

Yuba County Board of Education  
935 14<sup>th</sup> Street  
Marysville, CA 95901

Dear President Nicoletti and Members of the Board,

The Yuba County Office of Education received a donation of 150 backpacks filled with school supplies from SchoolsFirst Federal Credit Union to support students as they return to school at the beginning of the 2025-26 school year. Thank you for your consideration of accepting this donation.

Sincerely,



Amy Nore  
Community Engagement &  
Emergency Response Administrator  
Yuba County Office of Education

Temporary County Certificates Issued  
May 5, 2025 to June 25, 2025

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Brown, Marissa	Prelim Multiple Subject - 1 year ext.	Yes	12/31/2025
Hane, Troy	Prelim Admin Services - 1 year ext.	Yes	12/31/2025
Leininger, Allison	Prelim Single Subject - 1 year ext.	Yes	12/31/2025

**JOINT RESOLUTION**

**RESOLUTION OF THE YUBA COUNTY OFFICE OF EDUCATION AND THE BOARD OF  
EDUCATION IN THE COUNTY OF YUBA, STATE OF CALIFORNIA, IN THE MATTER OF:  
OPPOSITION TO ASSEMBLY BILL 84 (2025-2026 LEGISLATIVE SESSION)**

**Resolution No. 2025-06**

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

WHEREAS, the Yuba County Board of Education is committed to supporting educational options that serve the diverse needs of all students in Yuba County, including those enrolled in public charter schools;

WHEREAS, there are currently six charter schools operating in Yuba County, one of which offers a non-classroom-based (NCB) instructional model;

WHEREAS, Assembly Bill 84 proposes sweeping changes to the operation and oversight of NCB charter schools, including new funding determinations, restrictions on enrichment opportunities, and limitations on authorizing school districts based on average daily attendance (ADA);

WHEREAS, AB 84 would unjustly penalize schools that serve students in flexible, personalized learning models by restricting their access to critical enrichment partnerships and limiting the ability of smaller districts to continue serving as effective charter authorizers;

WHEREAS, the bill would reduce educational opportunities for students in Yuba County and disrupt positive relationships between local districts and the schools they authorize, resulting in negative consequences for students, families, and educators alike;

NOW, THEREFORE, BE IT RESOLVED that the Yuba County Board of Education strongly opposes Assembly Bill 84 (2025-2026 Legislative Session) and urges lawmakers to reject any legislation that undermines equitable access to education, parental choice, and local governance;

BE IT FURTHER RESOLVED that the Yuba County Board of Education supports collaborative, inclusive policymaking efforts that involve local education leaders, families, and communities in crafting legislation that strengthens--not weakens--public education for all students.

I, Rob Gregor, Superintendent in the County of Yuba, State of California, do hereby certify that this resolution, proposed jointly by the Yuba County Board of Education and Yuba County Office of Education, was duly passed, and adopted at a regular meeting thereof assembled this 9<sup>th</sup> day of July 2025, by the following vote, to wit:

AYES:  
NOES:  
ABSENT:

This resolution shall take effect upon its adoption.  
PASSED AND ADOPTED the 9<sup>th</sup> day of July 2025.

ATTEST:  
  
\_\_\_\_\_  
Rob Gregor, Secretary to the Board

\_\_\_\_\_  
Rob Gregor, Superintendent  
Yuba County Office of Education

\_\_\_\_\_  
John Nicoletti, President  
Yuba County Board of Education

June 16, 2025

Sent Via Email

Re: *June 13, 2025 Email Complaint*

Dear Ms. Rider:

The Yuba County Board of Education (Board) has received your letter dated June 13, 2025 alleging that the following described past action of the legislative body violates the Ralph M. Brown Act:

During the public hearing, at the June 11, 2025, board meeting you asked a question and were informed by YCOE staff that public comment was not an appropriate time to ask YCOE staff questions.

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action as described above. However, the public comment period does not require the board or staff to provide any specific answer to a question that may be asked during a public comment period.

The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address or addresses you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, you will have the right to commence legal action pursuant to subdivision (a) of Section 54960 of the Government Code. That notice will be delivered to you by the same means as this commitment, or may be mailed to an address that you have designated in writing.

Kind Regards,



John Nicoletti, Board President

cc. Yuba County Board of Education; YCOE Executive Cabinet



**Yuba County Office of Education 4th Quarterly Report on Williams Uniform Complaints**

Education Code 35186(d)

District's Reporting a Williams Uniform Complaint: **None**

Person completing this form: **Jessica Geierman**

Title: **Director of Curriculum and Instruction**

Quarterly Report Submission Date: **July 1, 2025**

- October 2024 (for July-September 2024) 1st Quarter
- January 2025 (for October-December 2024) 2nd Quarter
- April 2025 (for January-March 2025) 3rd Quarter
- July 2025 (for April-June 2025) 4th Quarter**

Date for information to be reported publicly at YCOE's governing board meeting: **7/9/2025**

- No complaints were filed with any school in the county programs during the quarter indicated above.**
- Complaints were filed with schools in the county programs during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks & Instructional Materials	—	—	—
Teacher Vacancy or Misassignment	—	—	—
Facilities Conditions	—	—	—
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Jessica Geierman**

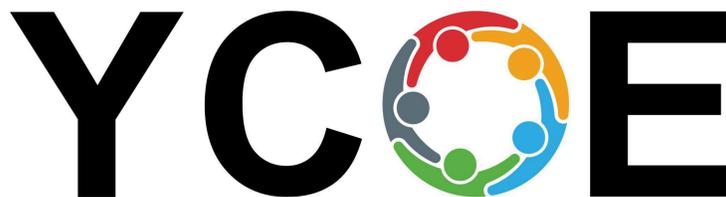
Printed Name

Signature 

# Charter School Annual Performance Progress Report

2024-2025

Yuba Environmental Science Charter



**Yuba County Office of Education**

**Better Together**

**Board Of Education**

Katharine Rosser, Trustee Area 1

John Nicoletti, Trustee Area 2

Marjorie Renicker, Trustee Area 3

Desiree Hastey, Trustee Area 4

Tracy Bishop, Trustee Area 5

**District Administration**

Rob Gregor, Superintendent of Schools

**Prepared By**

Jessica Geierman, Director



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## AUTHORIZING OVERVIEW

The Yuba County Office of Education's administrative procedures used for charter authorizing and oversight align with the Board of Education's Charter Policy and California Education Code. These procedures guide the work of the authorizing agency and oversight staff to provide charter school governing boards, administrators, and the public with a clear understanding of their authorizing and oversight practices. Authorizer oversight supports and promotes charter schools as integral partners in meeting the diverse educational needs and priorities of the students and families in the community.

The three phases of authorization—petition, oversight, and renewal—form a unified process. They coherently connect the petition for a new school, the review of the school's performance during its charter life, and the decision to renew the charter. Determining whether a school is progressing toward renewal is a robust and collaborative process that begins with an annual review of legal updates and ongoing assessments. The oversight process does not include a yearly review of every legal requirement, but rather a comprehensive check of multiple items, with an explicit focus on continuous improvement in identified areas of concern. Regularly scheduled meetings with charter school officials provide a venue for discussing the oversight process, existing and new compliance requests, and expectations of evidence request submissions.

Charter school leaders and governing boards bear responsibility for ensuring full legal compliance of their Local Educational Agency, including but not limited to those items reviewed by the authorizer. The evidence-collection process aligns with annual school self-reflections on critical topics, including local assessment administration procedures, educational partner engagement, continuous improvement efforts, equity, access, and services provided to special populations.

The annual site visit focuses on information gathered throughout the oversight process. Further discussion and program observation can be used to validate claims made throughout the year. All supporting documentation is archived as part of a permanent record documenting progress toward renewal.

Annual charter oversight includes several key components:

- Attendance at charter school public meetings
- Desk audits, including a review of requested documents, a compliance review of the school's website, and a compliance review of the Local Control and Accountability Plan (LCAP).
- Progress monitoring the school's ability to fulfill the terms of its charter each year of the term
- Formal and informal site visits, including onsite review of documents containing sensitive and personally identifiable information (e.g., IEPs, safety plans).
- Assurances made by charter school officials that legal requirements have been met.

## EXECUTIVE SUMMARY

### Identified Strengths, Areas for Improvement & Required Actions

This section of the *Annual Performance Report* provides an authorizing agency summary of identified strengths and areas for improvement based on indicators and metrics aligned with four guiding questions:

- Is the charter school's education program a success?
- Is the charter school financially viable?

- Is the charter school operating and governed effectively?
- Is the charter school serving public policy purposes?

<b>Is the school currently identified for technical assistance?</b>	<b>Williams-Credentialing</b>
<b>Was a notice to cure an alleged violation issued?</b>	<b>Yes; Independent Study</b>
<b>Based on key metrics, is the charter school on track for renewal?</b>	<b>Progressing</b>
<b>What is the current renewal Performance Level?</b>	<b>Middle Performing</b>

### Areas of Identified Strength

#### Education Program

- YES maintains a chronic absenteeism rate of less than 3%
- YES maintains a suspension rate of less than 3%.
- High-quality instruction in the majority of classrooms.
- Strong student academic engagement
- Technology is well integrated into lessons and work time.

#### Fiscal

- Strong Fund Balance
- Growing Enrollment and ADA
- Fund Balance increases each year
- Financials and audit reports are accurate and submitted on a timely basis
- The charter is financially viable in the current and subsequent two fiscal years, according to the projections provided.

#### Governance and Operations

- Council of Directors meetings comply with the Brown Act.
- Board Meeting agendas, meeting minutes, and supporting documentation are submitted in a timely manner.

### Areas Identified for Improvement

### Education Program

- ELPAC participation rates need to increase to greater than 95% overall and for Long-Term ELs.
- YES is underperforming the state ELA and math achievement scores on the Spring 2024 CA Dashboard.
- Classroom management support is needed in one lower elementary classroom.

### Governance

- Review and update board policies/regulations to correct misidentification of the charter school as a district.

## Authoring Agency Required Actions

**Immediate Action Required: Provide a written update on each of the following required actions no later than July 30, 2025:**

### Public Policy Purpose

- YES Charter was notified to immediately cease enrollment in an unapproved non-classroom-based (long-term independent study) program. YES Charter submitted a request for material revision. **YCOE staff are processing the request for the Determination Hearing scheduled for July 9, 2025. If not approved, non-classroom-based instruction (long-term independent study) is not permitted.**

### Governance and Operations

- Submit verification that the fire marshal has signed off on all spaces used for staff and students, including the counseling center/independent study center housed in the shipping container, or describe the alternate space(s) being provided.
- Define internal procedures for facility inspection preparation to ensure the school is properly identifying all student/staff spaces used on-site for the inspector. **Without proper permitting/clearance, students and staff are not permitted to use the alternate facility space.**
- All teaching staff will be credentialed appropriately or have valid permits, or will be reassigned to non-instructional positions.
- YES Charter will work with YCOE credentialing staff in a transparent and timely manner, allowing the County Office of Education to verify legal compliance. **Without proper clearance, teachers without permits or credentials may not be permitted to instruct students.**

**By October 31, 2025, provide a written update on each of the following required actions:**

### Fiscal

- YES Charter's ADA is under 300 students, which dictates YES Charter is to calculate the Reserve for Economic Uncertainty at 5% of total expenditures in the Unaudited Actuals, interim financial reports and budgets due to their ADA falling under 300 students.

## PERFORMANCE SNAPSHOT

The *Performance Snapshot* summarizes the charter school’s annual performance on key metrics, further detailed in the *Appendix: Staff Report*, and performance throughout the charter term. This *Snapshot* is intended to supplement the review of the detailed *staff report*, making it easier to identify areas for the authorizer's focus.

### Ratings

<b>On Track for Renewal</b>	<b>Substantially Progressing Toward Renewal Action May Be Required</b>	<b>Not on Track for Renewal Action Is Required</b>
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All aspects of the *Annual Performance Progress Report*, including the *Appendix: Staff Report*, align with four guiding questions:

## ACADEMIC PERFORMANCE

### Is the charter school’s education program a success?

CA Dashboard Metrics	Current Year
<i>State Assessment Participation</i>	Progressing
<i>CAASPP ELA Academic Achievement</i>	Progressing
<i>CAASPP Math Academic Achievement</i>	Progressing
<i>English Learner Progress</i>	No data
<i>College Career Indicator (CCI)</i>	No data
Chronic Absence (K-8 data only)	On Track
Graduation Rate	No data
Suspension Rate	On Track
Verified Data Metrics	Current Year
Local Assessment Participation Rates	Progressing
Local Assessments Demonstrating One Year’s Growth	Progressing
CA Dashboard Local Metrics	On Track
Charter Goals/Measurable Pupil Outcomes (Elements 1-2)	<i>Not Reported</i>
Post-Secondary Outcomes	No data
Metric 4: DASS	Current Year
Alternate Authorizer-Charter Defined Renewal Metrics	N/A

Metric 5: Equity, Access and Protections	Current Year
Equity and Access: Special Education	On Track
Equity and Access: English Learners	On Track
Student Rights and Protections	On Track

## FINANCIAL HEALTH AND SUSTAINABILITY PERFORMANCE

### Is the charter school financially viable?

Financial Metrics	Current Year
Short-Term Standards	Progressing
Sustainability Standards	On Track
Fiscal Control Standards	On Track

## OPERATIONS AND GOVERNANCE PERFORMANCE

### Is the charter school operating and governed effectively?

Operations and Governance Metrics	Current Year
Reporting and Compliance	On Track
Governance	On Track
Health and Safety	Not On Track
Personnel	Not On Track
Transparency	Not On Track

## ADVANCING EQUITY AND ACCESS PERFORMANCE

### Is the charter school serving public policy purposes?

Advancing Equity and Access Metrics	Current Year
Implementing the Approved Program	Not On Track
Recruitment – Demographic Balance	On Track
Community & Public School System Service Reflection	Progressing

## CLOSING COMMENTS

### Authorizing Agency Closing Comments

The Yuba County Office of Education appreciates YES's commitment to serving students in the Foothills, their desire to equip students with real-life skills to be positive contributors to their community, as well as their efforts to connect their learning with their surrounding environment. The emphasis this year was on building relationships and maintaining transparent oversight through the Document Tracking Services (DTS) system.

YES Charter Academy worked diligently to submit all requested documents in an accurate and timely manner and was responsive and communicative throughout the process. Their transition to GAMUT to document all school policies and procedures has been particularly effective. YES Charter Academy's commitment to continuous improvement is evident in their responsiveness to YCOE oversight team inquiries, invitations to school events, meetings with school personnel, and collaboration during the site visit.

## SCHOOL OVERVIEW

### General Information

Grades Served	TK-12
Average Enrollment	195
School Website	yescharteracademy.org

### Leadership Team & Positions

Louise Miller-Principal/Superintendent,  
Debra Campbell- Business Administrator,  
Eve Domingo-SPED Director,  
Lance Haliday-Teacher/Administrator

### Administrative Office Address & Phone

9841 Texas Hill Rd, Oregon House, CA 95962; 530-692-2210

### Additional Site Addresses & Phone Numbers, As Applicable

NA

### Board Members, Offices & Terms

#### Board Members, Offices, and Terms

Pamela Cook, President, Term through June 2027  
Linda Cohee, Vice President, Term through June 2025  
Paul McGovern, CFO, Founding Member, Term is unlimited  
Lance Haliday, Staff Representative, Term through June 2025  
Lisa Thompson, Secretary, Term through June 2025  
Elizabeth Rodriguez, Director, Term through June 2026

Terms of Office. Except as noted below, the term of office for YES Council of Directors (COD) members shall be three years. Insofar as possible, the members' terms shall be staggered so that each year approximately one-third of the COD members' terms shall expire.

Except for founding COD members, who may serve an unlimited number of terms, no COD member may serve more than two consecutive three-year terms, provided, however, that a member who is serving as an officer may continue on the COD at the pleasure of the COD for so long as that member is an officer.

### School Mission

Mission: YES CHARTER ACADEMY educates K-8 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest Common Core State Standards, as well as high standards of moral conduct, are emphasized.

The vision of the YES CHARTER ACADEMY is to educate K–8 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with learning via a program, teaching staff, and school culture that value scientific methods of inquiry.

YES Charter Academy Students Are: Environmental Stewards, Positive Team Members, Academic Masters, Resourceful, Responsible Citizens, Kind!

### **Brief School Description**

The founding of Yuba Environmental Science (YES) Charter Academy in 2008 created a unique educational option for Yuba County students and families. The parents and community members who joined efforts to write the original charter had the vision of providing a quality program with an environmental science focus. They envisioned students learning through hands-on, project-based units of study. The school's rural Yuba County foothills campus has features that facilitate environmental science studies: a native plant trail, a garden, a greenhouse, a henhouse, and a pond.

The school currently serves 185 students in TK-9th grades with one class per grade level. A material revision adding high school grades was approved by the school's authorizers, Yuba County Office of Education, in 2023. YES began offering high school a-g classes and a career technical education (CTE) program in the 2024-25 school year. The three CTE pathways that YES chose to offer support the needs of students and the community. They are Forestry & Natural Resources, Entrepreneurship, and Design, Visual & Media Arts.

**APPENDIX**  
**2024-2025 STAFF OVERSIGHT REPORT**  
Yuba Environmental Science Charter Academy

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# ACADEMIC PERFORMANCE

Core Question: Is the charter school’s education program a success?

This question is evaluated based on one of two tracks:

**1. Traditional Renewal Track**

The academic achievement indicators provide an overview of the school’s *CA Dashboard* performance. These indicators compare school data against State data and carry more weight in renewal decisions. They are used with schools on a traditional renewal track.

**2. DASS Renewal Track**

Although academic achievement is not the primary indicator for Dashboard Alternative Status Schools (DASS) renewals, evaluating the effectiveness of the educational program and progress over time remains relevant to the overall evaluation of DASS schools at the time of renewal.

## Current Year Performance

On Track for Renewal	The current year’s data review indicates that the school is proportionately on track for renewal and/or has been assigned a high or middle renewal level.
Progressing Toward Renewal	The current year’s data review indicates that the school is making substantial gains and has been assigned a middle renewal level; however, some action may be required.
Not on Track for Renewal	The school has failed to make gains and/or is assigned a low renewal level. Action is required.

<b>Indicator 1: Academic Performance</b>	<b>Progressing Toward Renewal</b>
<b>Indicator 2: Academic Engagement</b>	<b>On Track</b>
<b>Indicator 3: Local &amp; Post Secondary</b>	<b>Progressing Toward Renewal</b>

**How did the annual site visit support/validate academic performance findings?**

Although YES is in the middle tier for renewal, it did not outperform the state in ELA and math in 2024. During the Spring 2025 site visit, the YCOE site visit team observed high-quality teaching methods during direct instruction. Technology was integrated into lessons, and student engagement in class discussions and presentations was high. Teachers delivered standards-based lessons with students actively engaging via presentations, verbal responses, and hands-on activities. We didn’t observe the same quality of instruction and engagement in one lower elementary classroom on two separate visits.

YES Charter has low ELPAC participation rates. This is an area for improvement in the coming year. YCOE will request a TOMS participation rate report in Spring 2026.

Indicator 3 includes only local assessment and indicator information; no post-secondary information is available at this time.

Provide details related to any recommended Academic Performance actions required by the authorizer.

Based on 24-25 oversight, there are no required actions.

### 1. Academic Performance Indicators

This indicator is based on student academic performance, including the Smarter Balanced Summative Assessments, administered annually to students in grades 3–8 and 11, English Learner Progress, and the College and Career Indicator. All data for eligible populations are sourced from the school’s [CA Dashboard](#) profile.

Participation rates of less than 95% result in students receiving the Lowest Obtainable Scale Score (LOSS), which negatively impacts overall performance data.

Measure 1a. Most Current State Assessment Participation Rates		
Spring	Overall	Student Groups (>10) Below 95%
ELA	98%	Two or More Races 86%
Math	98%	Two or More Races 86%
ELPAC	66%	Long-Term ELs 50%

#### Statewide Academic Performance Metric Comparison

Performance is based on the current year’s status (average) and performance color on the CA Dashboard. Status is the ‘statewide average’ for academic Measures. An average is much more precise than a color.

Distance from Standard: how far, on average, students are from the lowest possible score to meet the standard.

To determine whether a school is ‘On-Track’ for renewal, student groups performing above the ‘All’ student group statewide Distance from Standard are marked NA and excluded from the analyses in alignment with the State Renewal Criterion 2: *Status* for all academic measures with 30 or more students, including student groups.

Measure 1b: Most Current English Language Arts Performance			
Group	Distance from Standard and Performance Color	State Data	Status Comparison (Above, At, Below)
All Students	-62 points	-13 points	Below
Disabilities	-103 points No Performance Color	-96 points	NA
SE Disadvantaged	-67 points	-41 points	Below
Hispanic	-58 points	-39 points	Below

White	-54 points	+19 points	NA
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### Measure 1c: Most Current Mathematics Performance

Group	Points from Standard and Performance Color	State Data	Status Comparison (Above, At, Below)
All Students	-79 points	-48 points	Below
Disabilities	-111 points No Performance Color	-124 points	NA
SE Disadvantaged	-87 points	-78 points	Below
Hispanic	-87 points	-79 points	Below
White	-68 points	-10 points	NA

### Measure 1d: Most Current English Learner Progress (ELPI) Performance

Group	Percent Progressing and Performance Level	State Data	Status Comparison (Above, At, Below)
English Learner	No Data	–	–
Long-Term EL	No Data	–	–

### Measure 1e: Most Current College-Career Indicator Performance

Group	Percentage Prepared and Performance Color	State Rate	Status Comparison (Above, At, Below)
All Students			
English Learners			
Long-Term ELs			
Disabilities			
Homeless			
Foster Youth			
SE Disadvantaged			
American Indian			
Asian			
African American			
Filipino			

**Not applicable in Year 1 of 9-12 expansion.**

- Hispanic
- Pacific Islander
- Two or More Races
- White

## 2. Engagement and Climate Performance Indicators

Additional *CA Dashboard* metrics provide context for a school's successful implementation of the approved educational program. The school's data isn't compared to the state's, and it should show evidence of continuous improvement based on annual performance.

Measure 2a: K-8 Chronic Absenteeism		
Group	Percent Chronically Absent and Performance Color	State Rate
All Students	1%	19%
Students with Disabilities	0%	26%
SE Disadvantaged	1%	23%
Hispanic	2%	22%
Two or More Races	0% No Performance Color	16%
White	1%	14%

Measure 2b: Graduation Rate		
Group	Percent Graduated and Performance Color	State Rate
All Students		
English Learners		
Long-Term English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
SE Disadvantaged		
American Indian		
Asian		

**Not applicable in Year 1 of 9-12 expansion.**

African American  
 Filipino  
 Hispanic  
 Pacific Islander  
 Two or More Races  
 White

Measure 2c: Suspension Rates		
Group	Percent Suspended and Performance Color	State Rate
All Students	2%	3%
English Learners		
Long-Term English Learners		
Students with Disabilities	0%	5%
Homeless		
Foster Youth		
SE Disadvantaged	1%	4%
American Indian		
Asian		
African American		
Filipino		
Hispanic	2%	3%
Pacific Islander		
Two or More Races		
White	1%	3%

### 3. Local and Post-Secondary Indicators

EC Section 47607.2 defines “verified data” as “assessment data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” It also includes postsecondary outcomes, defined as “college enrollment, persistence, and completion rates equal to similar peers.”

To ensure data submitted to the authorizer throughout the charter term is valid, reliable, and admissible at renewal; all assessments measuring academic growth must meet the May 2023 State Board of Education (SBE) state-verified data standard.

**Data Source:** The school provided the data, which the authorizer verified and reported in accordance with the guidelines of the State Board of Education.

### 3a: Narrative and Verifiable Data

#### Local Assessment Name

Curriculum Associates, i-Ready Assessment

#### Publisher Growth Definition

The i-Ready diagnostic for grades K–8 uses a research-based, differentiated growth model to measure student progress with two key metrics: Typical Growth, which reflects the annual growth of an average student at a given placement level, showing how students compare to peers, and Stretch Growth, which sets a target for growth needed to reach grade-level proficiency. Aggregated growth reports calculate the median percent progress toward Typical Growth, where a student’s observed growth is divided by their Typical Growth goal. A median of 100% or higher indicates a full year’s typical growth for a group (class, school, district, or grade).

For grades 9–12 in California charter schools, the proposed Growth to Proficiency Model deems students as meeting growth requirements if they achieve either: (1) a gain score within one-half the standard error of measurement of their Typical Growth, based on their initial diagnostic placement, or (2) a mid-grade level or higher placement during the school year. The i-Ready Diagnostic, administered three times annually, provides placement levels and multiple scores to track proficiency and academic progress over time, serving as benchmarks for growth across years.

#### Schoolwide Growth Summary

YES Charter reported all grade levels as a median average. Students in grades 9-12 should be reported separately, as recommended by the publisher, as noted above.

Based on the median average and participation rates provided by the school, students are likely making adequate annual growth on the local assessment; however, school-level achievement and participation reports were not provided, and growth could not be validated.

#### Student Participation Rates

Fall Reading: 83% overall; 89% student groups with more than 10 students  
 Fall Math: 86% overall; 93% student groups with more than 10 students  
 Spring Reading: 93% overall; 97% student groups with more than 10 students  
 Spring Math: 93% overall; 95% student groups with more than 10 students

### Measure 3b: Increases in Local Assessment Student Achievement

OVERALL AND GROUPS	i-Ready 2024-2025	No secondary assessment
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<b>All Students - Overall Reading</b>	108% median avg	
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
SE Disadvantaged	108% median avg	
American Indian		
Asian		
African American		
Filipino		
Hispanic	151% median avg	
Pacific Islander		
Two or More Races		
White		
<b>All Students - Overall Math</b>		
	89% median avg	
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
SE Disadvantaged	94% median avg	
American Indian		
Asian		
African American		
Filipino		
Hispanic	126% median avg	

Pacific Islander		
Two or More Races		
White		

Measure 3c: Dashboard, Charter and Other Metrics	Source	Annual Outcome
<i>CA Dashboard Local Indicators</i>		
Implementation of Academic Standards	CA Dashboard	Met
Parent and Family Engagement	CA Dashboard	Met
Conditions and Climate	CA Dashboard	Met
Basics: Teachers, Instructional Materials, Facilities	CA Dashboard	Met
Access to a Broad Course of Study	CA Dashboard	Met
<i>Charter Measurable Pupil Outcomes (Element 2)</i>		
State Priority 1: Basic	Not reported	Met
State Priority 2: State Standards	Not reported	Met
State Priority 3: Parent Involvement/Family Engagement	Not reported	Met
State Priority 4: Pupil Achievement	Not reported	Met
State Priority 5: Pupil Engagement	Not reported	Met
State Priority 6: School Climate	Not reported	Met
State Priority 7: Course Access	Not reported	Met
State Priority 8: Pupil Outcomes	Not reported	Met
[Other Local Metric: CTE	Not reported	Met

EC §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers.

**Data Source:** The school provided the data, which the authorizer verified and reported in accordance with the guidelines of the State Board of Education.

### Measure 3d: Post-Secondary Outcomes

Post-Secondary Outcome Metrics	Most Recent Year	Overall Data	Student Group Data
DataQuest College-Going Rate	No Data		
Cal-PASS Plus HS-Community College Transition	No Data		
UC Admissions by School Source	No Data		
UC Graduation Rates	No Data		
National Student Clearinghouse StudentTracker	No Data		
<b>Charter Data Reflection</b>			
YES has not operated a 9-12 program long enough to generate this data.			

## EDUCATIONAL PROGRAM EQUITY

Charter public schools are open to all students and do not have special eligibility or entrance requirements. Ensuring equity in education is a key indicator of closing the achievement gap.

Consistent with the school’s status and responsibilities as a public school, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to students with identified disabilities and those suspected of having a disability, English Learners, and student rights.

### Current Year Performance

Meets Standard	The current year’s oversight did not lead to any findings contrary to the measure.
Substantially Meets Standard	The school substantially complies with the requirements of the measure; however, some additional action may be required.
Does Not Meet Standard	The school failed to comply with many aspects of the measure. Action is required.

Measure 1: Disabilities	<b>Meets Standard</b>
Measure 2: English Learners	<b>Meets Standard</b>
Measure 3: Rights & Protections	<b>Meets Standard</b>
<b>How did the annual site visit support/validate equity, access, and protection findings?</b>	

The site visit validated that YES Charter meets the standard requirements. They run an inclusive program as much as possible, based on size and capacity, by using push-in/pull-out programs.

**Provide details related to any recommended Educational Equity actions required by the authorizer.**

Based on 24-25 oversight, there are no required actions.

## Measure Descriptions

### Measure 1: Equity and Access for Students with Disabilities

**Examples** of compliance include but are not limited to

- Referral and assessment procedures for special education and related services
- Compliance with mandated timelines related to special education (e.g., scheduling and conducting IEPs and interim IEPs and manifestation determination meetings)
- Compliance with services as required by a student's IEP
- Process for determining eligibility for services (Section 504-Rehabilitation Act of 1973)
- Ensuring equitable access to a broad course of study and enrichment activities

### Measure 2: Equity and Access for English Learners

**Examples** of compliance include but are not limited to

- Processes to identify, monitor, and reclassify English learners, including appropriately using reclassification criteria
- Designing a program for English learners that is based on sound educational theory and that ensures access to core grade-level curricula
- Ensuring equitable access to a broad course of study and enrichment activities

### Measure 3: Student Rights and Protections

**Examples** of compliance include but are not limited to

- Policies and practices designed to protect the rights of students
- Upholding due process protections, privacy, civil rights, and student liberties
- Discipline hearings and suspension and expulsion policies and practices
- Policies and practices for the involuntary removal of a student per 47605(c)(5)(J)(iii).
- Annual distribution of *Parent/Guardian & Student Rights & Notifications*
- Not identified as 'Targeted' on the Annual Special Education Determination Letter

## FINANCIAL HEALTH AND SUSTAINABILITY

Core Question: Is the charter school financially viable?

### Current Year Performance

**Provide details related to any recommended Fiscal actions required by the authorizer.**

YES Charter's ADA is under 300 students, which dictates YES Charter to calculate the Reserve for Economic Uncertainty at 5% of total expenditures in the Unaudited Actuals, interim financial reports, and budgets. YES Charter will meet the 5% threshold.

## Short-Term Indicators

<b>Measure 1 Rating:</b>		<b>Meets Standard</b>
Days of Cash on Hand- How many days of cash on hand does the school have to pay its bills?		
Meets Standard	At least 60 Days of Cash on Hand	
Does Not Meet Standard	Days Cash on Hand is between 30 and 60 days	
Falls Far Below Standard	Fewer than 30 Days Cash on Hand	

<b>Measure 2 Rating:</b>		<b>Meets Standard</b>
Cash Flow Projection — Will cash received meet obligations each month of the budgeted fiscal year?		
Meets Standard	The current year's cash flow is positive for each month and year-end.	
Does Not Meet Standard	The current year's cash flow is negative for any month and/or year-end.	

<b>Measure 3 Rating:</b>		<b>Meets Standard</b>
Enrollment Variance - Does the projected student enrollment support the budgeted revenue?		
Meets Standard	<p>In either or both of the current fiscal year or at least two of the most immediate three prior fiscal years, projected enrollment was not overestimated by more than the following percentage levels:</p> <ul style="list-style-type: none"> <li>• 3%, if the school's ADA was between 0 and 300 that fiscal year</li> <li>• 2% if the school's ADA was between 301 and 1,000 that fiscal year</li> <li>• 1% if the school's ADA was more than 1,001 that fiscal year</li> </ul>	
Does Not Meet Standard	Enrollment is overestimated by the applicable percentage in the years indicated	

<b>Measure 4 Rating:</b>		<b>Meets Standard</b>
Average Daily Attendance (ADA) to Enrollment Variance — Is the projected funded ADA used for budgeted revenue reasonable?		
Meets Standard	The projected second period (P2) ADA to enrollment ratio for any time during the current fiscal year or two subsequent fiscal years does not exceed the charter historical average ratio from the three prior years by more than one-half percent (.5%).	

Does Not Meet Standard	The projected ratio will exceed the charter historical ratio by more than one-half percent (.5%) at some point during the current or next two subsequent fiscal years.
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<b>Measure 5 Rating:</b>	
<b>Meets Standard</b>	
Unduplicated Pupil Percentage (UPP) Variance - Does the school's actual UPP funding support the operating budget?	
Meets Standard	Projected UPP variance $\geq$ 95% of the forecast in the current year.
Does Not Meet Standard	The projected UPP variance is < 95% of the forecast in the current year.

<b>Measure 6 Rating:</b>	
<b>Meets Standard</b>	
Budgeted Local Control and Accountability Plan (LCAP) — Is the school budgeting items that mirror the approved LCAP plan, and is the school's spending so far materially consistent with the budget?	
Meets Standard	The approved budget is consistent with the implementation of the approved LCAP, and the school's spending so far is not materially inconsistent with the budget as to the implementation of the LCAP.
Does Not Meet Standard	<p>Any of the following are true:</p> <ul style="list-style-type: none"> <li>• The approved budget is inconsistent with the implementation of the approved LCAP.</li> <li>• The accompanying budget narrative inadequately explains the budget's adequacy to support the LCAP implementation.</li> <li>• The school's spending is materially inconsistent with the budget for implementing the LCAP.</li> </ul>

<b>Measure 7 Rating:</b>							
<b>Does Not Meet Standard</b>							
Reserve for Economic Uncertainty — Does the school have resources to weather economic uncertainties?							
Meets Standard	<p>Available reserves for the current fiscal year and the two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>ADA Between 0 – 300:</b></td> <td>Greater of 5% or \$71,000</td> </tr> <tr> <td><b>ADA Between 301 – 1,000:</b></td> <td>Greater of 4% or \$71,000</td> </tr> <tr> <td><b>ADA Over 1,001:</b></td> <td>3%</td> </tr> </table>	<b>ADA Between 0 – 300:</b>	Greater of 5% or \$71,000	<b>ADA Between 301 – 1,000:</b>	Greater of 4% or \$71,000	<b>ADA Over 1,001:</b>	3%
<b>ADA Between 0 – 300:</b>	Greater of 5% or \$71,000						
<b>ADA Between 301 – 1,000:</b>	Greater of 4% or \$71,000						
<b>ADA Over 1,001:</b>	3%						
Does Not Meet Standard	Available reserves for any of the three years fall below the applicable minimum percentage for that year.						

## Sustainability Indicators

<b>Measure 1 Rating:</b>		<b>Meets Standard</b>
<b>Debt Default — Is the school meeting its debt obligations?</b>		
Meets Standard	<p>All of the following are true:</p> <ul style="list-style-type: none"> <li>• The school’s budget, as approved by the governing board, includes expenditures to meet debt service payments.</li> <li>• These expenditures are being paid on time in the current year.</li> <li>• These amounts are included in the accompanying cash flow statements.</li> </ul>	
Does Not Meet Standard	Any of the above statements is not true.	

<b>Measure 2 Rating:</b>		<b>Meets Standard</b>
<b>Multi-Year Financial Projections: “Is the school living within its means?”</b>		
Meets Standard	<p>Over the next two subsequent fiscal years, the school is projected to have a net increase in its unrestricted fund balance, or its projected decrease in the unrestricted fund balance is for a “planned spend down.” This does not represent a structural deficit.</p>	
Does Not Meet Standard	<p>Over the next two subsequent fiscal years, the school is projected to have a structural deficit, depleting its unrestricted fund balance.</p>	

<b>Measure 3 Rating:</b>		<b>Meets Standard</b>
<b>Subsequent Years' Cash Flow — How much money does the school have available to spend?</b>		
Meets Standard	<p>Monthly cash flows reflect positive ending cash balances based on the projected general fund revenue and expenditures, and projections appear reasonable.</p>	
Does Not Meet Standard	<p>At least one subsequent month reflects negative ending cash balances based on the result of projected general fund revenue and expenditures, and/or projections do not appear reasonable.</p>	

## Fiscal Control Indicators

<b>Measure 1 Rating:</b>		<b>Meets Standard</b>
<b>County Office of Education (COE) Financial Reviews – If the COE issues letters or findings regarding the COE’s review of the school’s submitted financial reports, is the school’s governing board receiving copies of them, and is the school addressing any COE concerns?</b>		

Meets Standard	The COE financial reviews do not express financial concerns about the school. If there are concerns, the governing board minutes record the board's receipt of the resulting COE findings, and the board has adopted a plan to resolve the concerns.
Does Not Meet Standard	The COE financial findings express financial concerns about the school; either the governing board's minutes do not record the board's receipt of the COE findings, and/or the board has not adopted a plan to resolve the concerns.

<b>Measure 2 Rating: Meets Standard</b>	
Annual Independent Audit — Did the auditors provide an unqualified opinion?	
Meets Standard	The school received either of the following: <ul style="list-style-type: none"> <li>• An Unqualified Opinion expressed by the independent auditor or</li> <li>• A Qualified Opinion but with no finding of material weaknesses or significant deficiencies</li> </ul>
Does Not Meet Standard	The school receives a Qualified Opinion finding a material weakness or a significant deficiency that is considered a material weakness.

## OPERATIONS AND GOVERNANCE

Core Question: Is the charter school operating and governed effectively?

Consistent with the school's status and responsibilities as a public school, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to financial reporting and compliance, governance, health and safety, personnel, and public transparency.

### Current Year Performance

Meets Standard	The current year's oversight did not lead to any findings contrary to the measure.
Substantially Meets Standard	The school substantially complies with the requirements of the measure; however, some additional action may be required.
Does Not Meet Standard	The school failed to comply with many aspects of the measure. Action is required.

Measure 1: Reporting	<b>Meets Standard</b>
Measure 2: Governance	<b>Meets Standard</b>

Measure 3: Health & Safety	Does Not Meet Standard
Measure 4: Personnel	Does Not Meet Standard
Measure 5: Transparency	Does Not Meet Standard

**How did the annual site visit and/or document review support or validate governance and operations findings?**

**Reporting**

As a part of the oversight process, YES Charter is required to submit important reporting documents via DTS. YES Charter staff consistently submitted required paperwork and sought clarification from YCOE oversight staff to ensure accurate and timely reporting. YES Charter made a concerted effort to update its policies and procedures to reflect GAMUT recommendations and worked alongside its board to update policies and procedures to reflect new state requirements.

**Governance**

The YES Board of Directors’ composition is balanced and reflects the diversity of the community. During the 2024-2025 school year, YCOE oversight staff conducted one board meeting observation. During the board meeting, a quorum was present, the meeting followed Brown Act meeting rules, and all board members were actively engaged in relevant discussions. During the meeting, an outside agency presented the 1st Interim Budget for YES Charter. The Chief Financial Officer presented the 2023/24 Independent Audit by Clifton Larson. There were questions and discussions regarding the information presented. There were no findings in the audit.

**Health, Safety, and Transparency**

During on-site visits, YCOE oversight staff observed a teacher leading an art lesson in an outdoor shed and counseling services provided in a portable shipping container. The front half of the container serves as a meeting space for unapproved long-term independent study sessions and an unapproved long-term program. The back half is designated as a student counseling center. The visiting team found no signage confirming fire marshal approval for these buildings, and the school did not identify these spaces as student or staff work areas during the March 2025 YCOE Facilities Inspection (FIT) visit.

**Personnel and Transparency**

YCOE oversight staff reviewed what was provided by YES Charter. Based on the submission confirmed proper credentialing, however it was recently determined that YES Charter has three (3) teachers on short-term staff permits, one (1) teacher teaching with an expired permit, and the principal is listed as the independent study teacher of record, but in actuality, is not acting as the independent study teacher. There is a lack of transparency and non-compliance in their maintenance of proper credentialing for teachers.

**Provide details related to any recommended Operations and Governance actions required by the authorizer.**

- By July 30, 2025, YES Charter will submit verification that the fire marshal has signed off on the counseling center/independent study center housed in the shipping container. The school will properly identify all student/staff spaces used on-site for any type of inspection. Without proper permitting/clearance, students and staff are not permitted to use the alternate facility space.

- The credentials of all teaching staff will be reported to YCOE by July 30, 2025. All teaching staff will be appropriately credentialed or hold valid permits. YES Charter will work with YCOE credentialing staff in a transparent and timely manner. Without proper clearance, teachers without permits or credentials may not instruct students.

## Measures Descriptions

### Measure 1: Reporting and Compliance

**Examples** of charter school compliance include but are not limited to

- Completed “determination of funding,” as applicable [EC §47634.2; Title 5, 11963.2–11963.7]
- The charter school annually submits **accurate** reports required under EC §47604.33
- Approved budget, short-term/long-term debt, accruals, accounting, and fiscal policies
- School maintains separate accounts for unrestricted and restricted revenues and expenditures per the California School Accounting Manual
- On or before December 15 of the subsequent fiscal year, a copy of the audit for the prior year has been provided to the authorizing LEA, the county superintendent of schools of the county in which the charter school is located, the State Controller’s Office, and the California Department of Education, per Education Code §47605(m) and 41020.

### Measure 2: Governance

**Examples** of charter board compliance include but are not limited to

- Structure is consistent with EC §47604 (not for profit)
- Board composition is consistent with the approved charter and corporate bylaws and is inclusive of educational partners as decision-makers
- Comprehensive set of board policies; reviewed and updated as legal requirements change
- Board documents comply with legal requirements (EC § 54954.2, 54954.3, Brown Act)
- Receives adequate information to conduct business and holds enough meetings to evaluate the effectiveness of the organization and address all required and necessary business
- Actively monitors the school’s fiscal position
- Actively monitors implementation and effectiveness of school plans, educational programs, and student academic achievement
- Systems for evaluation of school leadership
- The board has a regularly occurring training schedule and process for self-evaluation of effectiveness
- The board’s ability to effectively lead and provide direction to school leadership, supporting continuous improvement and strong student outcomes
- Board meetings are conducted in a professional manner and are welcoming to the public.
- Monitors for fiscal integrity and implements systems for fraud prevention

### Measure 3: Health and Safety

**Examples** of charter school compliance include but are not limited to

- Complete health and safety policies and record of required staff training
- Contracting entities provide criminal records
- By March 1, annually, the charter school has reviewed and updated the *School Safety Plan* to include all required topics (EC §32282 and 47605)
- Provides the authorizer with an updated list of facilities
- Meets legal requirements for food service
- Fire marshal inspection and Facility inspection (e.g., FIT)
- Current/active certificate(s) of occupancy or other required building use authorization
- *Certificate of Insurance* aligns with MOU and names authorizer as additional insured
- Position-specific safety training (food services, athletic coach)

#### Measure 4: Personnel

**Examples** of charter school compliance include but are not limited to

- Complete personnel policies (e.g., sick leave, personal necessity leave, and overtime)
- CA Commission on Teacher Credentialing and qualifications required by the federal Every Student Succeeds Act
- All teachers have a certificate of clearance and satisfy the requirements for professional fitness (EC §44339, 44340, and 44341)
- Staff are appropriately screened, trained, and regularly evaluated

#### Measure 5: Transparency

**Examples** of charter school compliance include but are not limited to

- All board meeting documents are publicly posted, and agendas include an opportunity for public comment, including twice the allowed time for the use of a translator
- Board meetings are conducted in a location that is welcoming to the public
- Transparent policies and practices, including but not limited to
  - Conflict of Interest under Government Codes 1090–1099 and 87100–91014
  - Code of ethics
  - Compliance with the Political Reform Act, Public Records Act, Brown Act
- The LCAP complies with legal requirements, including:
  - Evidence the charter school governing board public hearing, adopted LCAP and submitted it to the charter school authorizer by July 1 (EC §47606.5)
  - The LCAP is on the required template, aligns with instructions, and posted on the school's website homepage
  - The Local Indicators are presented as an informational item at the same meeting at which the LCAP was approved
  - A mid-year update is presented to the board on or before February 28
- Public posting of other legally required documents

## PUBLIC POLICY PURPOSE

Core Question: Is the charter school serving public policy purposes?

The charter school materially complies with the charter petition/MOU provisions and its legal responsibilities for implementing the approved education program. It can also validate its benefit to the community and public school system it is intended to serve.

## Current Year Performance

Meets Standard	The current year’s oversight did not lead to any findings contrary to the measure.
Substantially Meets Standard	The school substantially complies with the requirements of the measure; however, some additional action may be required.
Does Not Meet Standard	The school failed to comply with many aspects of the measure. Action is required.

Measure 1: Program Implementation	<b>Does Not Meet Standard</b>
Measure 2: Recruitment	<b>Meets Standard</b>
Measure 3: Reflection	<b>Substantially Meets</b>
<b>How did the annual site visit and/or document review support or validate the school’s efforts to serve public policy purposes?</b>	
YCOE values the incorporation of a school reflection on how it serves the local community in alignment with the original intent of the CA Charter Schools’ Act (public policy purpose) in the annual report to the authorizing Board. However, to be credible, YES Charter must provide data points to support its claims.	
<b>How does the charter school document efforts to enroll a balance of students, as described in Measure 2?</b>	
<i>Best Neighborhoods: Race, Diversity and Ethnicity in Oregon House, CA reflects US Census rates as follows: 96% White, 3% Hispanic, 1% Other. Based on the school’s foothill location, the school’s demographic data and recruitment efforts seem reasonable.</i>	
<b>Provide details related to any recommended Public Policy actions required by the authorizer.</b>	
In Fall 2024, it came to the attention of oversight staff that YES Charter is operating a long-term independent study program that is not outlined in the approved charter or associated Memorandum of Understanding (MOU). YES Charter was notified to cease enrollment in the long-term independent study program immediately and directed to submit a material revision to the authorizing board if they wished to seek approval to provide non-classroom-based instruction.	

## Measure Descriptions

<b>Measure 1: Education Program Implementation</b>
The school implements the material terms of the education program, and the education program in operation reflects the material terms defined in the petition/MOU.

## Measure 2: Demonstrated Racial /Ethnic Balance, Special Education, and English Learners

The school demonstrates balance in state disaggregated data and/or has documented efforts to enroll a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Education Code §52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted [EC §47605(c)(5)(G)].

### Data Quest Enrollment Comparison

Most Current Year 2023-2024	YES Charter	MJUSD	Yuba County Non-Charter
Total Enrolled	169	9966	14,227
EL	2%	19%	15%
Foster Youth	1%	1%	1%
Homeless	0	5%	4%
Migrant Ed	0	0	<1%
Disabilities	15%	15%	16%
SE Disadvantaged	65%	68%	65%
Afr American	1%	3%	4%
Am Indian	5%	1%	1%
Asian	0	9%	8%
Filipino	1%	1%	1%
Hispanic/Lat	30%	49%	44%
Pacific Is	0	<1%	1%
White	57%	29%	33%
Two + Races	5%	6%	8%

### Charter Reflection: Serving Community and Public School System Needs

This section allows the school to reflect on its purpose within the community as articulated in the approved petition and aligned with the legislative intent of the CA Charter School Act. **Provide written reflections, including quantitative evidence, to support any claims. Cite all data sources.**

### Measure 3: Charter School Narratives & Authorizer Reflection

#### Evidence-Based Reflections

How did the school serve the educational needs of the charter school's community?

- Improve pupil learning
- Increasing learning opportunities, especially the expanded learning experiences for students identified as academically low-achieving
- Being accountable for meeting measurable pupil outcomes

YES remained faithful to improving pupil learning by working to improve teacher efficacy through the implementation of PLCs and contracting with Instructional Partners (IP) to support teachers in the implementation of reading and math adoptions.

YES increased learning opportunities, especially expanded learning experiences for students identified as academically low-achieving, by differentiating instruction. Teachers were able to differentiate instruction because they had i-Ready data three times per year to identify student needs.

YES remained accountable for meeting measurable pupil outcomes by administering i-Ready assessments on schedule and using the data to plan for increased student achievement. The YES COD developed an academic dashboard that was updated monthly and used to guide decisions and actions that best support measurable student outcomes.

How did the school's presence in the community serve the community's and the public school system's interests regarding the following:

- Use of innovative teaching practices?
- Providing parents with expanded choices for public school opportunities?
- Providing vigorous competition within the public school system to stimulate continual improvement in all public schools?
- Relevant professional learning for teachers and ownership of their educational program?

No response was provided by the school.

**Describe the school's aspirations and plans where there is room for improvement in serving public policy purposes.**

YES aspires to develop a 9-12 high school program that graduates students prepared for college and career with a-g requirements, CTE certifications, and Yuba College dual enrollment units completed.

YES aspires to increase student achievement in reading, math, and science as measured by the CAASPP and CAST assessments.

YES has room for improvement serving public policy purposes in many of the same areas that typically challenge small, rural schools in California. Our remote setting and small number of students present a unique set of challenges that impact our operations. Some of the key issues are:

- Funding shortages
- Teacher shortages
- Limited access to resources, such as extracurricular activities
- Infrastructure needs
- Transportation issues
- Economic pressures on rural families

We appreciate the resources that our county office of education can supply and seek other resources to bridge the gaps that we face. We seek helpful partnerships to support our work in providing a quality education for our students.



Via: Email  
Rob.gregor@yubacoe.k12.ca.us

April 15, 2025

Rob Gregor, Superintendent of Schools  
Yuba County Office of Education  
935 14<sup>th</sup> Street  
Marysville, California 95901

**Re: Cover Letter and Executive Summary - Request for Material Revision**

Dear Superintendent Gregor:

Yuba Environmental Science Charter Academy (“YES” or the “Charter School”), which currently serves grades TK-12, submits this request for a material revision (the “Material Revision”) of its charter (the “Charter”) to the Yuba County Office of Education and Yuba County Board of Education (collectively, the “County”). YES is seeking this Material Revision to memorialize in its charter petition the long-term independent study<sup>1</sup> program that has been offered since its inception. (See, Attachment 1.)

Education Code Section 47607(b) provides, in relevant part, that “material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” This Material Revision meets these requirements. The Material Revision is entitled to approval, unless the County Board adopts written factual findings for denial. For the reasons explained below, this Material Revision is appropriate for the reasons stated, to ensure that YES continues to offer its educational program consistent with its approved Charter.

In accordance with County policy, the Charter School lists below a summary of updates to the charter reflecting new requirements of charter schools enacted into law after the charter was last renewed and relevant to the Charter School. The petition review matrix further outlines these

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<sup>1</sup> As used herein, the phrase “long-term” means students participating in independent study for sixteen (16) days or more in a school year.

changes based on the redlined version of the Material Revision. In addition to the redlined updates to the charter submitted herewith, a summary of these changes include, but are not limited to:

- Throughout: Statutory updates to all governing law and references thereto throughout the charter.
- Affirmation and Declaration: Updates to reflect changes in law.
- Element 1: Updates to reflect graduation requirements for students with exceptional needs; TK classroom requirements; the independent study program description; and additional legislative requirements.
- Element 2: Updates to Local Control and Accountability Plan mid-year updates.
- Element 5: Updates to credentialing requirements and CTE teacher qualifications.
- Element 6: Updates to reflect additional health and safety policies and procedures.
- Element 8: Updates to reflect McKinney-Vento Act requirements.
- Element 10: Updates to reflect changes in law related to suspension, expulsion, and involuntary removal policies and procedures.

### **Material Revision Rationale**

The Material Revision memorializes in the charter petition the long-term independent study program that YES has always offered for elementary and middle school grades. While the high school program is newer, the Charter School does not actively advertise the program and does not seek to recruit students into the long-term independent study program, especially at the high school level. The Charter School is gratified to be able to offer this program to support the students and families who need it. As explained more fully in the charter, the long-term independent study program provides flexibility for students who may have unique needs and supports students who thrive in a self-paced, individualized learning environment. Our students come from diverse backgrounds, including those with special needs, gifted learners, and those who may have experienced social or academic difficulties in traditional settings. YES also serves families who have chosen not to vaccinate their children and are looking for a flexible, supportive learning environment outside of traditional schools.

Students enroll in the long-term independent study program for a variety of reasons: to accommodate medical or mental health needs, to access a more customized curriculum, or to benefit from a flexible schedule that allows for extracurricular activities, family responsibilities, or outside religious instruction separate from the YES educational program. Some families prefer independent study for increased parental involvement, while others select this option due to personal philosophies.

### **Impact of the Material Revision**

The Charter School stopped allowing new students to participate in long-term independent study immediately, to comply with the County's request. Because the long-term independent study program has been in operation since 2008 for the elementary and middle school grades, the Material Revision will not impact the Charter School, the County, or neighboring school districts, in that YES already has the structure in place to fulfill the requirements for independent study, and has been serving this student population for years. The fiscal impact of the material revision is little to none.

Our governing board, the YES Council of Directors (“COD”), has directed this process, and has taken formal action related to this Material Revision. At a regularly scheduled meeting on February 27, 2025, the YES COD approved a motion to authorize submission of the charter Material Revision to memorialize the Charter School’s long-term independent study program, and the other related document be approved and submitted to YCOE.

### **Certifications**

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the revised charter petition and Request for Material Revision to be complete.

### **Timeline**

Material revisions are governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605, (Section 47607(b)), including the timing requirements for charter petitions to be heard. Under Section 47605(b), “[n]o later than 60 days after receiving a petition, ... the governing board of the school district<sup>2</sup> shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents.” Thereafter, “[f]ollowing review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.” These timelines are commenced “for purposes of commencing the timelines described ... on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.”

This signed letter, attesting to the certification above, thus triggers the legal requirements for the County’s Board of Education to hear the Material Revision according to the timelines set forth in Education Code Section 47605.

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<sup>2</sup> These legal requirements apply to the County in the manner set forth in law, as the County is the chartering authority of YES.

\* \* \*

The Charter School looks forward to working with the County during its consideration of the Material Revision. Please feel free to contact me via email ([lmiller@yescharteracademy.org](mailto:lmiller@yescharteracademy.org)) or phone (530) 692-2210, if you have any questions.

Sincerely,

A handwritten signature in cursive script, appearing to read "Louise Miller", followed by a vertical line.

Louise Miller, Principal/Superintendent

Enclosures:

- Attachment 1 – Material Revision (redline and clean), including revised Appendices
- Attachment 2 – Completed Review Matrix
- Attachment 3 – YCOE Required Forms and Checklists

# Charter School Request for Material Revision to Charter

School: Yuba Environmental Science TK-12 Charter Academy

Date submitted: 4/15/2025

## **E.C. 47607(a)(2)**

Material revisions of charters are governed by the standards and criteria in Section 47605. They shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

*This document is a template for your revision request. Please use as many pages as needed to describe your request thoroughly.*

### **Please complete all parts of each of the following sections:**

#### *1. Summary of Request and Board Approval*

*Provide the following information on an attached sheet/letterhead:*

- a. A request for material revision. Include:
  - i. a description of the proposed material revision, including sufficient detail and background information as to why the material revision is necessary*
  - ii. how it will impact the charter and authorizing entity**
- b. The estimated fiscal impact of the material revision.*
- c. The charter school governing board approval date for this material revision. Include a copy of the approved minutes.*

Yuba Environmental Science Charter Academy (“YES” or the “Charter School”), which currently serves grades TK-12, submits this request for a material revision (the “Material Revision”) of its charter (the “Charter”) to the Yuba County Office of Education and Yuba County Board of Education (collectively, the “County”). YES is seeking this Material Revision to memorialize in its charter petition the long-term independent study<sup>1</sup> program that has been offered since its inception. (See, Attachment 1.)

The Charter School stopped allowing new students to participate in long-term independent study immediately, to comply with the County’s request. Because the long-term independent study program has been in operation since 2008 for elementary and middle school grades, the Material Revision will not impact the Charter School, the County, or neighboring school districts, in that YES already has the structure in place to fulfill the requirements for independent study, and has been serving this student population for years. While the high school program is newer, the Charter School does not advertise the program and does not seek to recruit students for the long-term independent study program, especially at the high school level. The Charter School is gratified to be able to offer

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<sup>1</sup> As used herein, the phrase “long-term” means students participating in independent study for sixteen (16) days or more in a school year.

this program to support students and families who need it. The fiscal impact of the material revision is little to none.

Our governing board, the YES Council of Directors (“COD”), has directed this process, and has taken formal action related to this Material Revision. At a regularly scheduled meeting on February 27, 2025, the YES COD approved a motion to authorize submission of the charter Material Revision to memorialize the Charter School’s long-term independent study program, and the other related document be approved and submitted to YCOE.

Please see the attached cover letter for additional information.

2. *New Legal Requirements*

*Address any new legal requirements of charter schools enacted into law after the charter was originally granted or last renewed. If none are relevant to your school, please indicate so with ‘NA’. Otherwise, please turn on ‘Track Changes’ in Microsoft Word to record these legal updates.*

In accordance with County policy, the Charter School lists below a summary of updates to the charter reflecting new requirements of charter schools enacted into law after the charter was last renewed and relevant to the Charter School. The petition review matrix further outlines these changes based on the redlined version of the Material Revision. In addition to the redlined updates to the charter submitted herewith, a summary of these changes include, but are not limited to:

- Throughout: Statutory updates to all governing law and references thereto throughout the charter.
- Affirmation and Declaration: Updates to reflect changes in law.
- Element 1: Updates to reflect graduation requirements for students with exceptional needs; TK classroom requirements; the independent study program description; special education revisions to reflect the current legal status; and additional legislative requirements.
- Element 2: Updates to Local Control and Accountability Plan mid-year updates.
- Element 5: Updates to credentialing requirements and CTE teacher qualifications.
- Element 6: Updates to reflect additional health and safety policies and procedures.
- Element 8: Updates to reflect McKinney-Vento Act requirements.
- Element 10: Updates to reflect changes in law related to suspension, expulsion, and involuntary removal policies and procedures.

3. *Acknowledge Inclusion of Requested Revision(s) to Existing Charter Document*

*Include all the following:*

- a. *original language of the approved petition*
  - i. *Continue to ‘Track Changes’ to document revisions. Track Changes will strike out language to be deleted (~~language to be deleted~~) and underline language to be added (language to be added)*
  - ii. *Attach the redlined Word document to this template.*
  - iii. *Minor editing changes and formatting should not be included.*

Please see the redlined version of the Material Revision with all requested updates.

4. *Acknowledge that the Safety Plan is current and includes all legal requirements.*

I acknowledge that the School Safety Plan is current and includes all legal requirements.

Material Revision requested by:

Louise Miller, Principal/Superintendent  
Print name and Title

Signature:  | Date: 4/15/2025

4930-5528-3485, v. 1



The Yuba Environmental Science  
TK-12 Charter Academy  
(YES Charter Academy)

*"YES to Excellence in Education"*

**CHARTER PETITION  
MATERIAL REVISION SUBMITTED  
April 15, 2025**



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TK-12 CHARTER ACADEMY**

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## Introduction

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### A. Affirmations

The Yuba Environmental Science TK-12 Charter Academy (YES CHARTER ACADEMY or the Charter School) follows any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Yuba Environmental Science Charter Academy meets all statewide standards and conducts the pupil assessments required, pursuant to Education Code Section 60605, and any other state standards authorized in statute, or any other pupil assessments applicable to pupils in non-charter public schools.
- The Yuba Environmental Science Charter Academy is deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.
- The Yuba Environmental Science Charter Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Yuba Environmental Science Charter Academy does not charge tuition.
- The Charter School admits all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application is given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(e)(2) and 51747.3, admission to the Charter School is not determined according to the place of residence of the student or his or her parents or legal guardian within the State. Preference in the public random drawing is given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority makes reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C).
- The Yuba Environmental Science Charter Academy does not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics)



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

- The Yuba Environmental Science Charter Academy complies with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA).
- The Charter School meets all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- The Charter School ensures that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.
- The Charter School maintains, at all times, all necessary and appropriate insurance coverage.
- The Charter School, for each fiscal year, offers at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School notifies the superintendent of the school County Office of Education of the pupil’s last known address within 30 days, and, upon request, provides the County Office of Education with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

- The Charter School maintains accurate and contemporaneous written records that document all pupil attendance and makes these records available for audit and inspection.
- The Charter School, on a regular basis, consults with its parents and teachers regarding the Charter School's education programs.
- The Charter School complies with any jurisdictional limitations to locations of its facilities.
- The Charter School complies with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School complies with all applicable portions of the Elementary and Secondary Education Act.
- The Yuba Environmental Science Charter Academy complies with the Public Records Act and the Family Educational Rights and Privacy Act (FERPA).
- The Charter School complies with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.*
- The Charter School shall meet or exceed the legally required minimum number of school days.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

The Yuba Environmental Science Charter Academy continually strives for a healthy, collaborative, synergistic relationship with Yuba County Office of Education (the County Office of Education or YCOE) and surrounding County Offices of Education.

### B. Executive Summary

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The Yuba Environmental Science Charter Academy, an independent TK-12 public charter school, was started in 2008 by a group of parents and residents of the Dobbins and Oregon House community. YES CHARTER ACADEMY has been in operation for 14 years, graduating its first student who attended from Kindergarten to 8<sup>th</sup> grade at the end of the 2016/2017 school year. Due to the success, feedback and interest, we are petitioning to expand, adding a high school in the 2024-25 school year. We will grow our high school, adding 9<sup>th</sup> & 10<sup>th</sup> in 2024-25, 11<sup>th</sup> in 2025-26 and our first graduating 12<sup>th</sup> grade class in the 2026-27 school year.

YES CHARTER ACADEMY offers elementary and junior high students a high-quality, standards based educational program which focuses on environmental science, including sustainability studies, and agriculture, as well as civic responsibility.

Our proposed high school model is an embedded wall-to-wall inclusive Career Technical Education (“CTE”) embedded school. We will continue to align our focus on career and college readiness and embedded a-g courses, articulated and dual enrolled with Yuba Community College, including 2–3-year pathways in Entrepreneurship, Forestry and Natural Resources and Design, Visual & Media Arts.

At YES CHARTER ACADEMY, innovation in education and the desire to use every available tool at our disposal to educate our students are our passions. We are personally accountable for the progress of our students, and as such, own our own problems and have the responsibility and authority to create solutions for them. We are adding and backwards mapping project-based learning (“PBL”) and Design Thinking from PreKindergarten and up, as we evolve to a TK-12 school program within the next 3 years, adding 9<sup>th</sup> & 10<sup>th</sup> in 2024-25, 11<sup>th</sup> in 2025-26 and our first 12<sup>th</sup> grade graduating class in the 2026-27 school year.

YES CHARTER ACADEMY has offered a long-term<sup>1</sup> independent study program since the Charter School opened its doors in 2008 for elementary and middle school. The Charter School does not intensively advertise the program and does not seek to recruit long-term independent study students, especially at the high school level. The Charter School is gratified to be able to offer this program to students and families who need it. The long-term independent study program provides flexibility for students who may have unique needs, and supports students who thrive in a self-paced, individualized learning environment. Our students come from diverse backgrounds, including those with special needs,<sup>2</sup> gifted learners, and those who may have experienced social or academic difficulties in traditional educational settings. YES CHARTER ACADEMY also serves families who have chosen not to vaccinate their children and are looking for a flexible, supportive learning environment outside of traditional schools. (Such unvaccinated students receive only nonclassroom-based instruction, and do not come onto campus or interact with other students.)

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<sup>1</sup> As used herein, the phrase “long-term” means students participating in independent study for sixteen (16) days or more in a school year.

<sup>2</sup> Students with disabilities may participate in independent study if their IEP allows for such participation.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

Students participate in the long-term independent study program for a variety of reasons: to accommodate medical or mental health needs, to access a more customized curriculum, or to benefit from a flexible schedule that allows for extracurricular activities, family responsibilities, or outside religious instruction, separate from the YES CHARTER ACADEMY educational program. Some families prefer independent study for increased parental involvement, while others select this option due to personal philosophies.

Students in the long-term independent study program are successful through standards based curriculum choices, personalized learning plans, regular teacher check-ins, and access to resources that support their unique learning styles. Students enrolled in the long-term independent study program are offered the same curriculum and learning materials as those in the classroom; many students, though, opt for the self-paced materials designed for independent study that YES CHARTER ACADEMY provides. Students and families in the independent study program are offered all educational and academic evaluations and support as students who attend in the classroom. The flexibility of independent study allows students to work at their own pace, giving them the time needed to master subjects while developing strong time-management and self-motivation skills. Families are also actively involved in their child's learning, fostering a collaborative approach that supports academic achievement.

The YES CHARTER ACADEMY independent study program supports student success by offering individualized instruction, California approved curriculum choices, consistent communication between teachers and families, and access to a variety of resources, enrichment activities, and technology tools. Regular assessments and feedback help ensure students are on track.

YES CHARTER ACADEMY shall permit students in grades 9-12 to participate in long-term independent study, but does not advertise or recommend this program to existing or new students. High school students participating in long-term independent study shall be assigned lessons and work consistent with the classroom-based high school program at YES CHARTER ACADEMY, and will have a teacher or teachers of record who will monitor daily engagement, time value, and participation in weekly synchronous instruction. Additionally, subject matter expert teachers will be made available to students, as needed.

As a school, YES CHARTER ACADEMY broadens the educational choices available to families in Yuba and contiguous counties, who wish to attend. It enables students to learn from the distinctive facilities — both natural and manmade — within the Yuba Highlands of the Sierra Foothills. From our science content through physical education, engaging with the local natural resources is at the core of our mission. These include mixed conifer forests of the Las Plumas- Tahoe National Forest, local lakes and rivers, and a school garden that offer students a unique range of experiences. Our high school will share this site for the first 1-2 years as our high school campus is under construction, and we will scaffold upon students' experiences in the lower grades as they grow into our secondary learning community.

Taking advantage of our physical setting, our curriculum features a special focus on agricultural and environmental sciences to encourage high levels of student engagement and achievement. YES CHARTER ACADEMY makes use of a garden and local nature reserves to observe and examine natural phenomena in developmentally appropriate lessons and units. In the Academy's highly integrated curriculum, mathematics, science, and language arts are heavily infused with nature experiences — such as the measurement of plant life, observation and recording of weather, gardening, etc. Community service is a

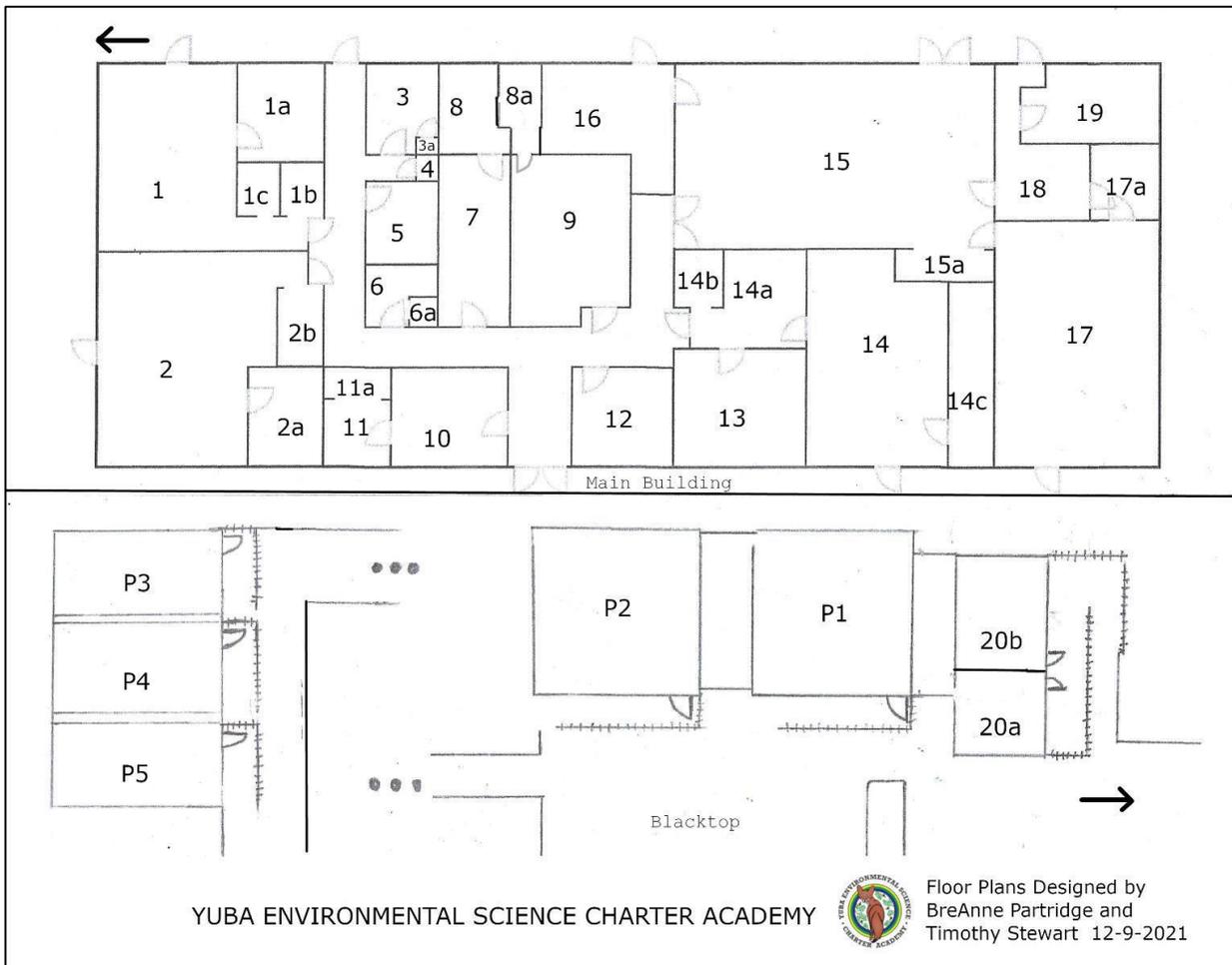


# YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

fundamental component of the life of YES CHARTER ACADEMY, related to stewardship of the environment and responsibility to fellow students and the larger community.

YES CHARTER ACADEMY is located on a leased 10-acre campus with a preexisting school building with offices, a cafeteria, student and staff bathrooms, staff room, tech room, and 5 classrooms. The school has playgrounds, sports fields, a garden, a greenhouse, a pond, and a native plant trail for recreational and instructional purposes.

See floor plan of existing building.

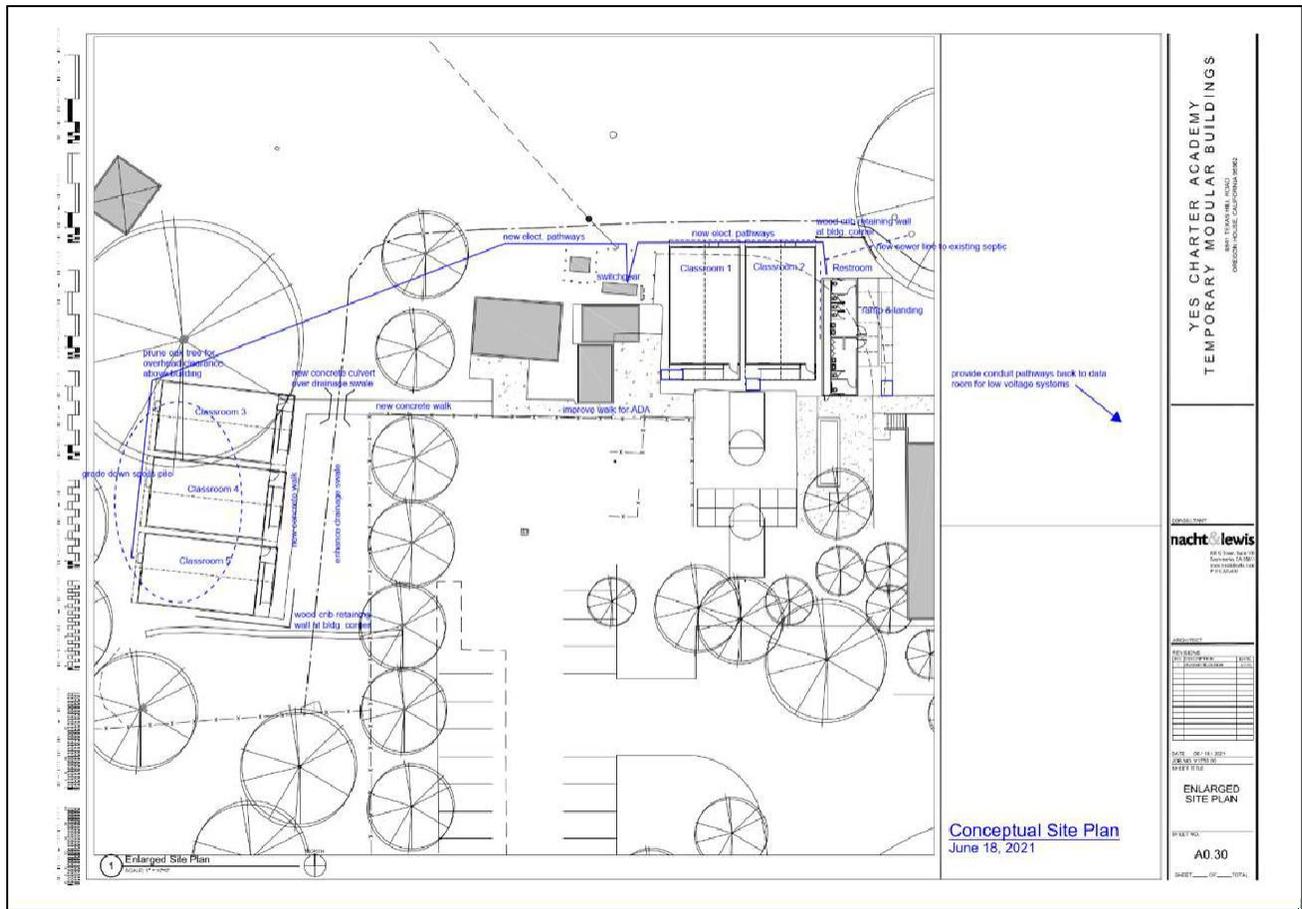




# YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

YES CHARTER ACADEMY added 5 portable classrooms and a portable bank of student bathrooms in the summer of 2021. We then added 2 additional portable classrooms in the summer of 2022. This increased the capacity of YES to grow and to locate middle school students in an area with their own quad.

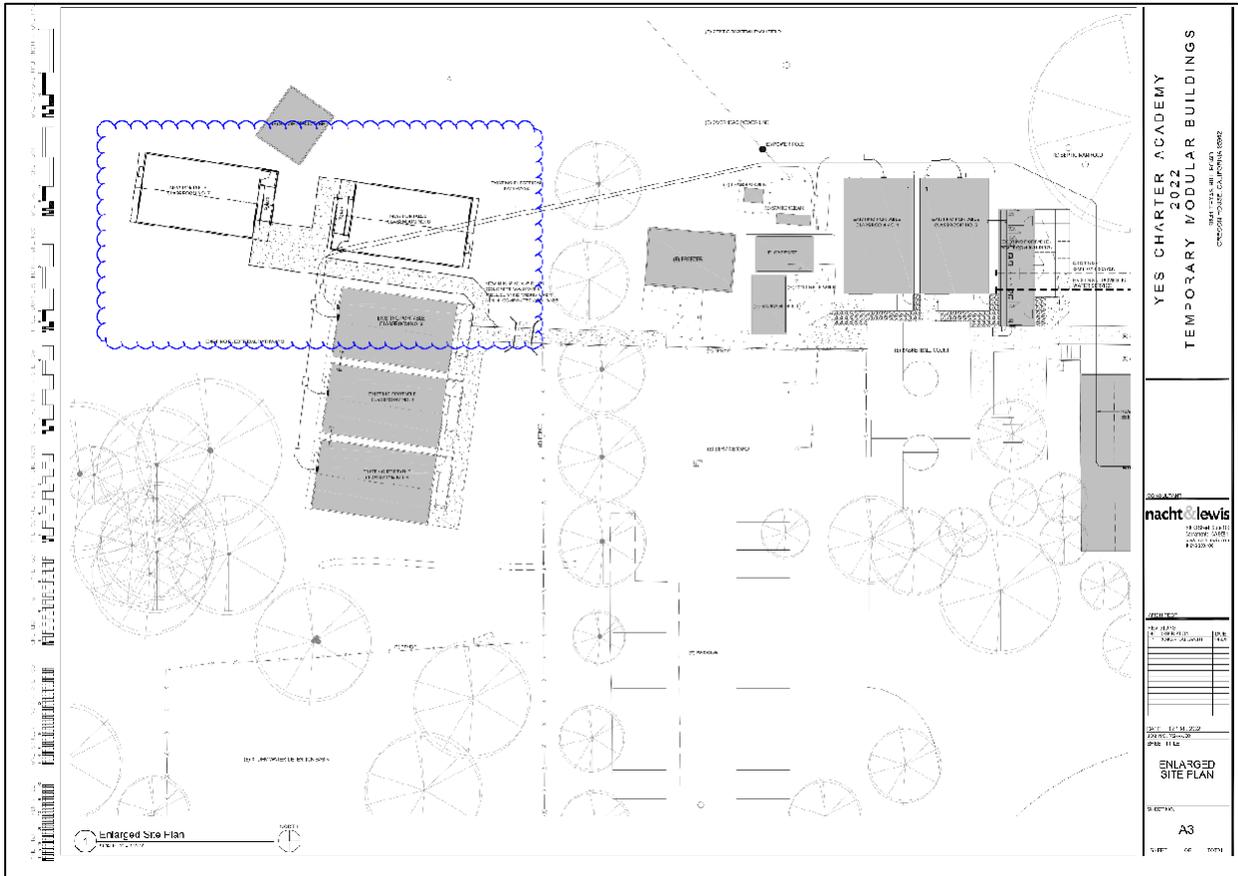
Conceptual Site Plan June 18, 2021:





## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

YES CHARTER ACADEMY has added two portable classrooms to accommodate the addition of grades 9 and 10 in the 2024-25 school year.



YES CHARTER ACADEMY currently has two options for high school expansion.

- Continue to add portable classrooms to our current 10-acre campus, growing out the high school on the same site.
- Build a high school campus on the five acres we purchased that is contiguous to our current leased campus.

We plan to have these options vetted and presented to our board in the next 3 months for a priority option and a secondary option depending on supply chain and permitting.

Taking advantage of our physical setting, our curriculum features a special focus on agricultural and environmental sciences to encourage high levels of student engagement and achievement. YES Charter Academy makes use of a garden and local nature reserves to observe and examine natural phenomena in developmentally appropriate lessons and units. As we expand our high school we hope to add a student enterprise/business for our Entrepreneurship classes, an indoor and outdoor sustainable natural resources learning lab, embedded outdoor education that capitalizes on our surrounding natural resources, and digital media courses that allow students to capture their work-based learning and academic artifacts on professional ePortfolio.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

In the YES CHARTER ACADEMY'S highly integrated curriculum, mathematics, science, and language arts are heavily infused with nature experiences — such as the measurement of plant life, observation and recording of weather, gardening, etc. Community service is a fundamental component of the life of YES Charter Academy, related to stewardship of the environment and responsibility to fellow students and the larger community. This will continue in our budding high school, and include 1-2 years of student internships, a senior financial literacy mathematics courses, and all lab sciences taught from the CTE lens of the Forestry and Natural Resources pathway. 40 hours of community service will be a recommended part of our graduation profile.

YES Charter Academy represents a community effort by local citizens to offer educational choice within the public education system. The Charter School is incorporated as a nonprofit public benefit corporation and has been granted tax exempt 501(c)(3) status. The Council of Directors includes community members, parents, and staff.

YES Charter Academy is currently located on a ten- acre site that features a 10,000 square-foot school building that conforms to the Field Act It has an occupancy permit for 125 students plus an additional 30 occupants, as required, for staff and administrative personnel. Due to our current size, we will house our first 1-2 years of high school on separate areas of the current site until construction on our high school campus is completed. (see **Appendix 4**). Similar Policies will exist for the entire program (**Appendix 14**) PreK-12, with consideration given to student voice and choice and the leadership program to include students at all ages in decision making contributions.

YES Charter Academy offers the choice of a public school with a focus on environmental science, a setting for innovative instruction, efficient management, and projects-based curriculum. The option of YES Charter Academy is a benefit to students in this community. The plan for high school, to articulate with our community college so students can earn credit towards post-secondary and to continue to embed Digital Media, Environmental Science, and the addition of Small Business Ownership/ Entrepreneurship to our high school model, reflects the current Labor Market Index and community need for our graduates to thrive post-secondary.

### C. Charter Renewal

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Each charter petition must contain reasonably comprehensive descriptions of each of 15 required elements. The 15 elements, as specified in EC Section 47605(c)(5)(A-O), are:

1. A description of the educational program of the school.
2. The measurable pupil outcomes identified for use by the school.
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.
4. The schools governance structure, including parental involvement.
5. The qualifications to be met by individuals employed by the school.



6. Procedures to ensure health and safety of pupils and staff.
7. The means by which the school achieves a student population balance among its pupils, reflective of the general population residing in the district.
8. Admission policies and procedures.
9. The manner in which annual financial audits are conducted, and the manner in which audit exceptions and deficiencies are resolved.
10. The procedures by which pupils may be suspended or expelled.
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
14. A dispute resolution process.
15. The procedures to be used if the charter school closes.

#### D. Council of Directors Qualifications

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The Council of Directors possess professional knowledge of — and experience in — leading, supporting, and managing public service entities, private businesses, and, educational organizations. Their combined capacities enable YES to create a school culture and curriculum that offers quality, site-based general education. The current Council of Directors are:

**Pamela Cook, Council Member, Council of Directors:**

Pamela (Pam) Cook began working with children and families in 1973 as volunteer at a school for children with special needs through Future Teachers of America (FTA). She received her Bachelor of Science in Education degree from Northern Illinois University in 1974 and has been working with children and families since that time as a teacher, vocational counselor, Program Manager, and Director. In 1999, she joined the Yuba County Health and Human Services Department and continued to assist children and families overcome difficulties as a social worker and program manager with the Children and Adult Protective Services Division. Pam retired in 2018 after working with the County of Yuba for 19 years. Pam moved from



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

Oregon back to California to live on her grandparent's property in Dobbins just two months before the Pendola fire destroyed much of the Oregon House – Dobbins community. Her property was devastated and since that time she has been working to return/ improve her property/community to a natural and fire safe balance.

Local activities include: - Board President for the Yuba Environmental Science Charter Academy - Board Secretary for the Yuba Watershed Protection and Fire Safe Council - Trustee for the Keystone Cemetery - CalFire Volunteer in Prevention at Oregon Peak Lookout Tower every Sunday since 2000 Environmental issues are very important to her, she loves the outdoors and has turned her small property into a haven for local flora and fauna. Joining YES Charter Academy as a board member has been and will continue to be a wonderful opportunity to assist and support our local children and families while participating in/improving relevant environmental issues at the school level.

**Paul Mc Govern** graduated from University College Dublin with a major in International Marketing and Finance. He is currently CEO of Database Republic (DBR), a technology consultancy based in Oregon House that develops business process management and environmental compliance applications. Mr. McGovern is a founding member of the YES CHARTER ACADEMY Council of Directors who saw his son move through YES CHARTER ACADEMY classes when it first opened. He has recently become the proud parent of an MCAA graduate and looks forward to continuing to support quality public school options in the Yuba Foothill area. **Mr. McGovern serves as the CFO of YES CHARTER ACADEMY.**

### **Deborah Hoerner, Director, Council of Directors:**

Deborah earned her degree in Communications from the University of Portland in 1972. She is married to architect Dick Hoerner and has 2 daughters. She has lived in Oregon House since 1978, with only a short break to live abroad. She also serves as Secretary on the Board of Directors of the Elysian Society and volunteers her time helping people to complete end of life documents such as the Advanced Health Care Directive and a simple will.

For a few years after graduating from university, she traveled and worked in Europe. She returned to the US to live in California and, in 1980, a friend opened Urgent Care in Oroville and asked her to be the Office Manager. A year later, he opened another Urgent Care in Yuba City and she became the Office Manager there as well. Having wanderlust after working for 4 years, she moved to Madrid, Spain, where she worked as secretary to the head of CBS Records. Returning to California, she became the Supervisor in Medical Records at Fremont Hospital and after working there for 9 years, she accepted the opportunity to work at the newly opened clinic in Oregon House, which made her extremely happy not to have to commute any longer.

In 2010, Paul McGovern asked her to be the Office Manager at YES Charter Academy and she accepted. She told friends this was the best job she'd ever had because working closely with students, parents, teachers and ancillary staff was very satisfying. She retired from YES in 2019, returning to read to the kindergarten class and to attend many events. She looks at participating on the Council of Directors at YES as coming home and looks forward to many years of service.

### **Lisa Thompson, Secretary, Council of Directors:**

Lisa Thompson has served on the YES Charter Council of Directors since 2022 and currently chairs the YES Outreach Committee. She has been a resident of the Sierra Foothills for the past 2 decades and brings over



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

25 years of experience in IT, Web Development, and Internet Marketing. As the former CEO of Chico Internet Marketing, she is now retired from the corporate sector to devote more time to community-focused endeavors.

She is deeply committed to advancing sustainable forestry and supporting local agriculture and food initiatives. Additionally, she is in her fourth year on the Lake Francis Mutual Water Company Board of Directors, where she, along with other community members, helped establish the first NFPA Firewise community in Yuba County.

### **Elizabeth Yvette Rodriguez, Parent Representative Director:**

Elizabeth spent most of her young life in San Jose where she graduated high school. She learned general bookkeeping/accounting skills working with her parent's business as a teen. Elizabeth started a family at 21 and returned to work when her son was 12. She became a legal guardian to her grandnieces in 2018. Elizabeth retired from Costco Sand City in March 2019 and moved her family to the Yuba County foothills to give her girls a better life and be near her grandchildren.

### **Linda Cohee, Vice President, Council of Directors:**

Linda Cohee served the community for 35 years as a teacher and school leader. Her philosophy is that children are our most precious life gifts and involvement in their education is our most important work. Her educational background includes a B.A. in Psychology- CSU Sacramento, M.A. in Education/ Reading- CSU Chico and post graduate work in school leadership-Harvard University and U.C.L.A. Ms. Cohee served as the Interim Principal of YES Charter Academy in 2017. She experienced firsthand the unique and positive environment of YES Charter Academy. She said that the most rewarding part of the experience was meeting the incredible students, teachers and staff who make up the YES K-8 school family.

Charter School Leadership:

### **Louise Miller, Principal/Superintendent**

Louise Miller holds a BA in History, a multiple subject credential, and an MA in Instructional Leadership. She worked as a classroom teacher for 20 years, and brings a love of teaching to YES.

Miller has grown Yuba Environmental Science Charter Academy, a free public school serving K-8 students, into a regional leader in environmental science education by developing the school's programs and campus. The school's driving question, "What does a sustainable civilization look like?" informs teachers' development of project based and service-learning units that help answer this question. Teachers connect with leaders in environmental science for assemblies, field trips, and the latest in research and applications.

Under Miller's leadership, YES has added or expanded outdoor classrooms, a greenhouse, gardens, a henhouse, a pond, and a native plant trail. Students learn outdoors in a natural setting. The school provides YES students with the tools to be environmental leaders. They learn filmmaking from professional filmmakers and have screened films at the Wild & Scenic Film Festival and All America High School Film Festival. YES students piloted and gave feedback on the UC Extension FireWorks Curriculum for the Northern California Oak Woodlands Habitat. Miller expanded services in the rural community by starting ABC Sprout, a play group and parent education program funded through First Five Yuba for children ages 0-5 and their families. The school's next expansion is slated to be a Career Technical Education high school with pathways



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

in Forestry and Natural Resources, Design, Visual, and Media Arts, and Entrepreneurship.

Louise is a member of the California Native Plant Society, the Xerces Society, and the Yuba Watershed Protection and Fire Safe Council, where she serves as a Wildfire Mitigation Review volunteer.

### **Eve Domingo, Staff Representative, Council of Directors:**

Eve Domingo is the Education Specialist at Yuba Environmental Science Charter Academy where she coordinates tier 2 interventions and tier three supports such as speech services, occupational therapy services, counseling services and academic support services. YES Charter Academy's special education program operates from a model of inclusive support practices with some pull out, one on one and small group support. Eve is also the staff representative on the YES Charter Academy Council of Directors.

Eve holds a Bachelor of Science in General Psychology, a Bachelor of Science in Speech Pathology and Audiology, a CLAD multiple subject teaching credential and an Education Specialist credential. Eve began a career in teaching in 1993. She worked as a substitute teacher for kindergarten through 12th grade, an after-school program director and a first-grade teacher. When her son was born, Eve decided to work from home. During that time, she established an organic fruit and vegetable farm with her husband. Although she loved working outdoors and growing beautiful fruits and vegetables, she found herself longing to work with students again. Eve became the Education Specialist at YES Charter Academy in the fall of 2017 and since then has worked to support all the students of YES Charter Academy to see their own strengths and capabilities and to reach their fullest potentials. She is thrilled to be a part of a school with a strong focus on science and the environment and part of a team of teachers that deeply care about the wellbeing and academic success of their students.



### YES Founding Team Skill Matrix

	<i>Founder #1</i>	<i>Founder #2</i>	<i>Founder #3</i>	<i>Founder #4</i>	<i>Founder #5</i>	<i>Founder #6</i>	<i>Founder #7</i>	<i>Founder #8</i>	<i>Founder #9</i>
Names of Founding Team Members	Louise Miller	Jay Orlin	Debra Campbell	Pamela Cook	Eve Domingo	Jamie Hyatt	Paul McGovern	Linda Cohee	Collaborative Education Advisors (Dawn Fregosa-CEO)
<i>Skill Sets/ Check All that Apply.</i> <input checked="" type="checkbox"/>									
<b>Administrative</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						
<b>Career Technical Education</b>		<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>
<b>College &amp; Career Readiness</b>									<input checked="" type="checkbox"/>
<b>Communications</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
<b>Community Outreach</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
<b>Curriculum Development</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Data Collection / Reporting</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Education Code</b>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Facilities</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Fundraising</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						
	<i>Founder #1</i>	<i>Founder #2</i>	<i>Founder #3</i>	<i>Founder #4</i>	<i>Founder #5</i>	<i>Founder #6</i>	<i>Founder #7</i>	<i>Founder #8</i>	<i>Founder #9</i>



**YUBA ENVIRONMENTAL SCIENCE  
TK-12 CHARTER ACADEMY**

Names of Founding Team Members	Louise Miller	Jay Orlin	Debra Campbell	Pamela Cook	Eve Domingo	Jamie Hyatt	Paul McGovern	Linda Cohee	Collaborative Education Advisors (Dawn Fregosa-CEO)
<b>Grant Writing</b>	✓		✓	✓				✓	✓
<b>Governance / Boards</b>	✓		✓	✓	✓	✓	✓	✓	
<b>Instructional Practices</b>	✓	✓	✓	✓	✓	✓		✓	✓
<b>School District</b>	✓		✓			✓		✓	
<b>Legal</b>	✓		✓				✓	✓	
<b>Management</b>	✓		✓	✓	✓	✓	✓	✓	✓
<b>Marketing/ Recruitment</b>	✓	✓	✓	✓	✓		✓	✓	✓
<b>Non-Profit</b>	✓		✓	✓		✓	✓	✓	
<b>Parent Relations</b>	✓		✓	✓	✓	✓		✓	✓
<b>Recruitment (Teachers)</b>	✓		✓		✓			✓	✓

**Additional YES High School Founder Bios**

**Dawn Fregosa – Career Technical Education (CTE) Consultant**

Dawn provides a wealth of experience in the development of CTE pathways, including instructional design, and Community College Articulation. She has opened two Career Technical Education (CTE) high schools, and assisted in the opening of numerous others.

[www.CollaborativeEducationAdvisors.com](http://www.CollaborativeEducationAdvisors.com)



## I. Element 1 -- Educational Program

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

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

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

### A. Mission Statement

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YES CHARTER ACADEMY educates K-12 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest Common Core State Standards, as well as high standards of moral conduct, are emphasized. YES Charter Academy graduates are lifelong changemakers who realize their unique vision—rooted in their identity, knowledge, and skills—to become successful adults, create equity in their own lives and live with a deep knowledge of the environment.

### B. Whom YES CHARTER ACADEMY Seeks To Educate

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YES CHARTER ACADEMY is a California public charter school serving grades K-[12](#) in northern Yuba County. As such, it offers an open enrollment policy. YES CHARTER ACADEMY is an educational charter school committed to providing a center for engaged learning. Our diverse students can realize their potential and meet the demanding standards of the community, state, nation and the world.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

YES CHARTER ACADEMY intends to achieve a student population generally reflective of the Marysville Joint Unified School District. The setting for our school is Oregon House, California which has a student population of approximately 167 students. YES CHARTER ACADEMY is particularly interested in attracting students, regardless of their prior success in school, with the following characteristics:

- The interest and motivation to be educated in the scientific method of inquiry, observation, deduction, and use of critical thinking strategies.
- The ability and capability to work independently and as a team.
- The propensity to be a self-impelled leader.

Students for this TK-12 school will, most likely, come from the local area. The area's student population attends various forms of schools including private, public, out-of-county charter schools and independent- and home-school options. 2020 Census data show over 22,800 students under 18 in Yuba County, and in a ten-mile radius County Office of Education District Impact Statement show a potential K-12 grade population of well over 1000 students. We do serve and anticipate continuing to serve primarily socio- economically disadvantaged students. We also serve a number of EL students. We serve the needs and challenges of these students by offering free After School programs with free tutoring. We offer before school hours for extended learning opportunities. We also offer a free enrichment program in the summer open for all the community. We partner with First 5 for childhood and parent education classes. We teach using Integrated and Designated ELD. We use diagnostic assessments to develop Individualized Learning Plans for each student in ELA and Math. We place students in intervention programs based on data collected. High school students will be enrolled in an advisory class focused on college and career readiness and life skills. They will also be enrolled in internship classes.

YES Charter Academy will draw from all schools in the area, and potentially out of the immediate area. With extending to the 9-12th grade, we are growing our school with existing students and families from our K-8 as well as secondary students looking for a small school community, with the specific interests in meeting a-g, Design, Visual & Media Arts, Forestry and Natural Resources, and/ or Entrepreneurship, and engaging with Environmental Science as a core of the program.

The net effect on the County Office of Education will be positive: an additional option for YCOE students and parents to have when selecting a quality education for their children, one seeped in highly aligned career pathways needed locally, statewide, and nationally, and with clear maps of articulation and dual enrollment for students to earn college credits while in high school.

Over the last years in service, YES Charter has served a diverse student population, as detailed in the table below, showing the percentage of students enrolled for each population over the past four years. As we have grown you can see that our diversity also has grown and clearly the number of students enrolling with special needs continues to grow as does the students who are economically disadvantaged.



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<b>Subgroup</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
African American	0	0	1	6
Asian	1	1	1	0
Latino	23	36	41	27
White	59	57	74	66
American Indian/Alaskan Native	9	5	9	19
Two or More Races	19	12	13	10
Econ. Disadvantaged	81	81	113	119
English Learner	6	7	7	7
Students with Disabilities	11	19	22	25
<b>Total K-8 Enrollment:</b>	<b>112</b>	<b>113</b>	<b>140</b>	<b>132</b>

We hope to recruit, with our engaging and rigorous program, small class sizes and college and career alignment, more students from the Latino population locally. Students will come from the local Foothills community, and from students from a broader area, who are interested in our CTE program. The current breakdown of K-8 students by zip code is as shown below.

**YES Enrollment Data by Location and Zip Code**                      **Updated 11/2/2022**  
**Arranged by proximity to YES**

<b>Location</b>	<b>Zip Code</b>	<b># of Students</b>
Oregon House	95962	51
Dobbins	95935	21
Brownsville	95919	24
Challenge	95925	3
Browns Valley	95918	12
Forbestown	95941	8
Marysville/Loma Rica	95901	24
Olivehurst/Plumas Lake	95961	11
Yuba City	95991	9
Bangor	95914	3
Penn Valley	95946	3
Total		169



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Currently as a K-8 school, YES attracts local Oregon House and Dobbins students as well as students from across Yuba County. The YCOE Superintendent’s plan is to offer a variety of CTE programs throughout the county, so that high school students are able to choose a program that resonates with them, and travel to that program. YES is increasing its current ability to transport students next year with the addition of an electric bus provided by grant funding. We are on schedule to take delivery of this additional bus in May 2022. We have a reasonable expectation to continue to attract students from the foothills and from across Yuba County.

YES Charter Academy High School plans to serve 25-30 students in grades 9-10 in the inaugural 2024-25 school year. Projected estimated enrollment by grade level from this year through the five-year renewal term of the charter is outlined below.

<b>TK-8 Grade</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>Tk/ KG</b>	1	32	32	32	32	32
<b>1<sup>st</sup></b>	14	18	24	22	22	22
<b>2<sup>nd</sup></b>	18	18	19	24	23	22
<b>3<sup>rd</sup></b>	12	21	19	19	24	24
<b>4<sup>th</sup></b>	12	16	22	19	20	24
<b>5<sup>th</sup></b>	20	17	17	23	21	22
<b>6<sup>th</sup></b>	14	15	18	19	24	23
<b>7<sup>th</sup></b>	12	16	17	20	21	26
<b>8<sup>th</sup></b>	11	16	17	19	22	23
<b>Total: Tk-8th</b>	<b>134</b>	<b>169</b>	<b>185</b>	<b>187</b>	<b>209</b>	<b>218</b>
<b>HS Grade</b>	<b>21-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>9th</b>				20	25	35
<b>10th</b>				15	25	25
<b>11th</b>				0	20	25
<b>12th</b>				0	0	20
<b>Total projection HS Students (9-12)</b>				<b>35</b>	<b>70</b>	<b>105</b>



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<b>Total Projected K-12 YES Students Enrolled</b>		<b>169</b>		<b>222</b>	<b>279</b>	<b>323</b>
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In addition, our mission is for our graduates to find success and be prepared for college or career of choice post-secondary. Having examined the data from EDD around the current and projected labor need in our region, Yuba County our CTE pathways were specifically aligned with community need and high wage opportunities. As a public school with a charter that focuses on environmental science, YES staff and students continually look for environmental science issues in our community. The issues of forest health and the stewardship of natural resources impact the lives of YES students and their families. One organization that YES pays particular attention to is the North Yuba Forest Partnership (NYFP).

The NYFP was founded in 2018. The work done under their umbrella will offer living wage careers and opportunities to do environmentally significant work in our community for decades to come. According to the NYFP website (<https://www.yubaforest.org/>):

“The North Yuba Forest Partnership is a diverse group of nine organizations passionate about forest health and the resilience of the North Yuba River watershed. Together, the partners are working on an unprecedented scale to collaboratively plan, analyze, finance, and implement forest restoration across 275,000 acres of the watershed.

Through ecologically-based thinning and prescribed fire, the partnership seeks to protect North Yuba communities from the threat of catastrophic wildfire and restore the watershed to a healthier, more resilient state. Restoration efforts are expected to take many years, if not decades to complete, with the most critical project areas targeted first, i.e. at-risk communities, emergency response, evacuation access routes, and treatments to areas that have the potential to stop a wildfire from spreading.”

The stated goals of the NYFP are:

- 1) Improve and restore forest health and resilience.
- 2) Reduce the risk of high-severity wildfire.
- 3) Protect and secure water supplies.
- 4) Support the development of a local economy that can create sustainable jobs.

As a school that is focused on environmental science, YES whole heartedly supports the first three goals. YES is positioned through its 14 years of project based, environmental science curriculum, to help reach the fourth goal by preparing local students to step into the sustainable jobs created by the forestry and natural resources work in and around our community. These jobs are currently filled by out-of-county companies and agencies according to EDD data. Our second CTE pathway, Entrepreneurship/Self Employment, prepares students to start or to scale local businesses that do the forest resiliency work currently done by non-local companies. The third CTE pathway in our wall to wall program, Design, Visual & Media Arts, prepares students for success in a variety of careers with excellence in media communications.

According [www.EDD.ca](http://www.EDD.ca) , the long-term occupational employment increases are in areas where small and medium sized businesses, including tourism/ hospitality, home services, personal care and maintenance personal. All show a 30% - 487% projected growth. Embedding entrepreneurship and small business



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ownership in our high school English classes with cross curriculum support from the math instructor(s), our students will meet the need and continue to grow small businesses in our community and be better prepared to support their family business or contribute across small businesses wherever their path leads them.

Agriculture, natural resource and forestry jobs show a 62.8% increase in projected skilled and educated labor force, with conservation showing a sharp 30% need, and areas of building, grounds, forestry and animal care showing increases from 28.6%-48%. Our science embedded Agriculture: Forestry and Natural Resource focused courses, a deep understanding of environmental science through our Tk-8 current school, and industry partners that see the labor need.

Digital media is at the heart of communications for all small businesses, so our third CTE pathway again, teaches viable professional Digital Media, videography, photography, animation and print skills that will be applicable across many industry sectors, as well as a growing need in our region, with information jobs showing an increase of Marketing and Market Research labor needs showing a 20% projected need, sales and digital services at a 22.2% increase in labor need, and information staff showing a labor need at 34.7%. Our students will be prepared to impact our community and will acquire deep knowledge and skills that will set them apart post-graduation, in today's regional job market. (<https://data.edd.ca.gov/Employment-Projections/Long-Term-Occupational-Employment-Projections-Yuba/cufy-8h7e> ) (see **Appendix 18 CTE pathway course outlines**).

### C. Model of the Educated Person

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YES CHARTER ACADEMY is addressing digital divide in several ways. We provide one to one Chromebooks for all students in the classroom. The school provides free Chromebooks to be used at home for all students who request them. Students need not carry a Chromebooks back and forth to complete homework and do research. YES provides hot spots for all families that request them.

YES CHARTER ACADEMY holds that an educated person is well rounded and balanced in knowledge and character. In our K-12 program we define an educated person in the 21st century as someone who has the capacity to learn and adapt and:

- Uses the intellect to its fullest.
- Becomes an empathetic, collaborative member of a community
- Researches relevant information and finds the answers
- Solves a wide variety of puzzles and problems
- Clearly expresses their findings and points of view
- Practices humility, tolerance and self-criticism
- Is able to nurture and empower the people around them
- Views him/herself as a global citizen who is empowered, and responsible, for making positive changes in the world and within the immediate environment.
- Appreciates and protects the right of others to do likewise



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- Develops personal habits leading to a healthy lifestyle which includes balancing leisure, work, family, and community.

A student educated at YES CHARTER ACADEMY is a:

**Scholar:** a student with a solid foundation in science, math, social sciences/history, writing, speaking, art and digital literacy.

**Healthy Physical Being:** The student is knowledgeable about, and practices, good nutrition, safety, and a healthful lifestyle. The student develops habits of physical activity in ways that provide pleasure, stress release, and fitness.

**Community Member:** The student is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. The student is motivated and ready to provide meaningful service to others, and makes significant contributions with developed talents.

**Responsible Citizen of the World:** The student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed regarding important political, social, and environmental issues. The student is informed regarding political, social, and cultural systems and seeks to understand and co-exist peacefully. The student seeks the highest of human virtues, such as love, caring, generosity, responsibility for actions, forgiveness, compassion, and openness to one another. This leads to sharing, to cooperation, and to problem solving that seeks peace rather than violence.

**Member of an Increasingly Technical and Information-based World:** The student is competent and comfortable using a wide variety of technologies as an integral part of life and is open to embracing new alternatives as they become available.

The expected **Student Learning Outcomes** A YES High School student will be able to:

1. Utilize the growth mindset and develop deep leadership and communication efficacy.
2. Demonstrate understanding of business and economic systems, financial literacy and sales and marketing in a modern economy.
3. Digitally display and create academic artifacts that showcase personal skills and professional capabilities through all their courses.
4. Create a 10-year plan and post-secondary budget, resume, ePortfolio & personal branding to support career and college success.
5. Demonstrate and engage in active self-advocacy and contribute to a positive professional learning community.
6. Understand and exhibit skills around their own health, mental well-being, social competencies as well as life skills that translate to become self-sufficient and independent adults.
7. Critically examine all sides of environmental issues and apply understanding from disciplines such as history, economics, psychology, law, literature, politics, sociology, philosophy, and religion to create informed opinions about how to interact with the environment on both a personal and a social level.



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8. Recognize the physical, chemical, and biological components of the earth's systems, an understanding of forestry and natural resources and demonstrate the interdependency of natural systems and human-designed systems work together, as well as in conflict with each other.
9. Apply lessons from various courses through field experiences. These experiences will allow students to develop a better sense of not only individual organisms, but of the systems in which these organisms live.
10. Demonstrate professional and academic utilization of technology.
11. Complete independent research on human interactions with the environment, the community, and the global landscape in person as well as in digital landscape.

### D. Educational Philosophy – How Learning Best Occurs

The main aim of YES CHARTER ACADEMY is to encourage effective teaching methods in a unique setting. We believe that learning occurs best when a student's natural curiosity is stimulated in real-life situations. We believe that students respond favorably to curriculum and strategies which they find interesting, challenging and relevant to them and their possible future studies and employment.

The desired result is an interdisciplinary K-12 publicly funded charter school whose curricular focus is environmental science. The vision of the YES CHARTER ACADEMY is to educate K – 12 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with a school community with engaged and relevant content, passionate and student-centered teaching staff, and school culture that value scientific methods of inquiry. We serve the whole child, and look for our students to be successful in academics, as humans and with a clear path and marketable skills for college and career post-secondary success.

YES CHARTER ACADEMY strives to exceed the requirements of the California Education Code and Common Core State Standards. We use state-adopted textbooks as well as CCSS standards based curriculum created collaboratively with educators on and off campus in all grades to assist in achieving high CAASPP scores. The Charter School provides a site-based matriculation environment whose teachers, programs, resources, and support enable students to become educated to high-quality Common Core State Standards academic standards. It further helps them develop to their fullest capacity as competent, happy, productive individuals, family members, and contributors to a global society and a peaceful world.

YES CHARTER ACADEMY provides a nurturing and stimulating environment that maximizes individualized education and project-based learning. The curriculum is founded on the California state standards for core classes with an interdisciplinary approach that includes an overarching emphasis on developing responsible citizens and environmental stewards for the 21st century. We offer an approach to schooling that begins with agreement among our educator group (state, County Office of Education, and school) about what students should learn in each grade level, what level of achievement should be expected, and how academic performance is evaluated. Standards for content, for performance, and for evaluation are aligned so that what is taught determines what is tested. Such an approach to standards-based education aims to improve achievement by establishing clear and challenging benchmarks; to ensure that teachers know what to teach and students know what they are expected to learn; and to make learning expectations fair and accessible, so that all students have the same opportunity to achieve them.



Our goals can be achieved when there is strong commitment from the learning community: from parents, teachers, community groups, and, most importantly, from the individual child. Such achievement is grounded in a philosophy of trust among individuals who are all seeking their own highest levels of expression.

Our designed high school program will be seeped within a wall-to-wall integrated Career Technical Education program and students will complete their UC a-g requirements as well as engage in community college articulated and dual enrolled courses to ensure college and career readiness in their post-graduate lives. YES High School will blend academic and career technical education. YES continues to place high expectations on students, parents, teachers and administrators. As many students come to us below grade level, we will have planned levels of support, scaffolding and continue utilizing ILP's into our High School program to meet each of our students where they are, and accelerate them and improve skills and abilities in a targeted and engaging way.

The program and curriculum are based on a belief that students will be provided with a unique opportunity to prepare our students to communicate, problem-solve, and perform authentic real-world tasks. Students will become competitive, competent, and highly skilled in order to meet the demanding standards of our time. During these years, in addition to career skills, students will obtain the essential concepts and course content that can lead them to a two- or four-year college program.

## E. Core Values

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The Yuba Environmental Science Charter Academy believes that today's well-educated, socially aware, and personally responsible children become tomorrow's contributing, caring citizens who create a better society for us all. YES CHARTER ACADEMY students come to appreciate one very special place: the natural landscape of their youth. YES CHARTER ACADEMY places a high value on healthy living, community participation, environmental enhancement, and respect for diversity. It emphasizes the natural and human history and development of Yuba County specifically, and of Northern California in general.

For our new high school, our graduation profile for students utilizes the core values we hope to see in an advanced community including Kindness, Persistence, Environmental Sustainability, Self-Advocacy, Community, Professionalism, and Integrity.

### **YES graduates are...**

#### **Purposeful and Self-Aware:**

- Develop and take pride in personal identity
- Cultivate interests, passions, professional skills and career objectives
- Develop leadership voice where passion, community need, and skills overlap
- Make responsible and ethical decisions
- Be able to self-advocate for themselves, and act as an upstander in the community

#### **Academically Proficient:**

- Demonstrate deep conceptual understanding and fluency in academic disciplines



- Communicate ideas and produce high quality work in a range of formats
- Use and integrate multiple perspectives and sources of information
- Apply knowledge to understand unfamiliar questions and issues
- Exhibit persistence, and the ability for mastery knowing that FAIL means “First Attempt In Learning”
- Extensive Digital Media ePortfolio
- Opportunity for all students to achieve the Industry Certification ‘**Adobe Photoshop Certified Professional**’

#### **Environmentally Aware**

- Understands the impact of humans on the environment
- Demonstrates forestry and natural resource and applicable Career Education STEM Skills through labs, practicum, fieldwork and research.
- Experiences outdoor physical education from the lens of the local biosphere
- Opportunity for all students to achieve the Industry Certification ‘**Sustainability 101 Green Education Foundation**’

#### **Committed to Community Integrity & Justice:**

- Critique privilege and the status quo
- Identify needs in the community and global landscape, and innovate possible solutions
- Advocate for self and others skillfully and courageously
- Engage in and learn from meaningful service
- Embody optimism and make change
- Learn and apply business management and entrepreneurship skills in school and in the community.
- Opportunity for all students to achieve an Industry Certification ‘**Entrepreneurship & Small Business**’

#### **Relationship Builders:**

- Develop and maintain physical and emotional health and well-being
- Navigate systems and persist when faced with challenges
- Cultivate relationships based on kindness, compassion, and empathy
- Collaborate with a diverse range of people

#### **Lifelong Learners:**

- Take productive risks, innovate, and have a sense of adventure
- Grapple with complexity with stamina and confidence
- Solve problems with curiosity, initiative, and critical thinking
- Seek feedback to learn from failure and success
- Set and achieve goals that advance personal and academic development

#### **Committed to Community Integrity & Justice:**

- Critique privilege and the status quo
- Identify needs in the community and global landscape, and innovate possible solutions
- Advocate for self and others skillfully and courageously
- Engage in and learn from meaningful service



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- Embody optimism and make change
- Learn and apply business management and entrepreneurship skills in school and in the community.
- Opportunity for all students to achieve an Industry Certification ‘**Entrepreneurship & Small Business**’

**Relationship Builders:**

- Develop and maintain physical and emotional health and well-being
- Navigate systems and persist when faced with challenges
- Cultivate relationships based on kindness, compassion, and empathy
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**Lifelong Learners:**

- Take productive risks, innovate, and have a sense of adventure
- Grapple with complexity with stamina and confidence
- Solve problems with curiosity, initiative, and critical thinking
- Seek feedback to learn from failure and success
- Set and achieve goals that advance personal and academic development

**Graduation Requirements**

The graduation requirements include four years of English, three years of math, two years of science (life and physical), two years of physical education, three years of social science, one semester of health, one semester of geography, and one year of foreign language and/or visual and performing arts and/or career technical education course. This is the minimum for graduation, but every student will be encouraged and supported to complete the requirements for UC/CSU. YES CHARTER ACADEMY follows Education Code Section 51225.31 to exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) of that statute. YES CHARTER ACADEMY follows all applicable legal requirements to support highly mobile students toward graduation. Faculty, staff, and families are responsible for making sure students not only meet graduation requirements but exceed them whenever possible. YES stakeholders seek input on improving programs at the school through the California Department of Education, California State University and the University of California. The YES Council of Directors and/or the school leadership reserve the right to modify, amend, and improve YES course offerings, and graduation requirements as necessary to achieve the mission and goals of the charter.

**YES Charter Academy College Preparation Requirements**

<b>Years completed</b>	<b>UC/CSU A-G Requirements</b>
3 years	a: History/Social Science- 2 years required
4 years	b: English- 4 years required
3 years	c: Mathematics- 3 years required; 4 years recommended
3 years	d: Laboratory Science- 2 years required; 3 years recommended



2 years	e: Language Other than English- 2 years required; 3 years recommended
1years	f: Visual and Performing Arts - 1 year required
3 years	g: Preparatory Electives- 1 year required

## 1. Strong Sense of Place and Community

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The children of YES CHARTER ACADEMY experience firsthand the ecology of the rural land that surrounds their school and community. They understand that we are all part of the planet Earth, and it is part of us. A strong sense of place within the natural and human community, both local and worldwide, is the legacy of YES CHARTER ACADEMY. Students and teachers learn outside each day, immersed in the natural world. Their learning about nature and culture comes through rich, first-hand contact with the world around them. Their explorations are guided by the cycles and patterns of growth, rainfall, migration, and the changing of the seasons, all of which teach lessons no classroom alone can match.

Our high school will grow on this sense of place and security and instruct using work-based learning, PBL and giving students options to participate in internships with businesses in the community. Students will explore and engage with the community across the core subjects of English, Sciences and Art in the Career Technical Education program course alignment.

## 2. Healthful living

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Children learn about the life cycles of animals and plants, as well as the interdependence of life, through our use of plants for food, and through their observations, projects, and real work on the farm, woodlands, and landscapes that surround the Academy. YES CHARTER ACADEMY students have the time and opportunity to learn through their senses, experiences, and discoveries, sparked by curiosity and a sense of wonder. They experience the joy and excitement that comes when hard work leads to understanding and competence. We strive for excellence in all we do, recognizing many different types and measures of excellence we can achieve both personally and collectively.

Our focus and ongoing engagement with natural and healthful living experiences will continue in our Forestry and Natural Resources courses, as well as our PE courses 1 & 2 in High School. Due to the focus of our program and our extensive exposure to the world of nature and landscape in our local area, we have layered in High School course 3A- Adventure/ Outdoor Activities and High School Course 4A, Advanced Adventure/ Outdoor Activities. Dance and Weightlifting may be offered as an extended day course by year 4, enrollment dependent

In the high school, shareholders and industry partners and parents helps guide our student courses and need. Our students will have not the required 3, but rather 4 'd' lab sciences, offering Sports, Exercise, Physiology and Health Science in the 11th grade, to support growth and development as students grow and evolve to adulthood. This partnered with a traditional 9th grade health class, and a Full year of Biology and California Natural Resources, exceed the offerings at all schools in the region.

Our high school students will also have advisors, and advisory courses specifically chosen to support a



successful transition from middle school to high school, with 9th grade students using the Get Focused Stay Focused content, as well as 10th grade Advisory offering Life Skills Adulting 101 to support mental, physical wellness, and preparing students on their journey to adulthood with rigorous courses that has healthful living embedded.

In our vision, we hope to also work with students at all ages, grow our own food sustainably on campus to help feed our learning community and support the hungry through community-based organizations with our produce.

### 3. Curricular Review and Rigor Aimed to Meet the California State Standards

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The written, taught, learned and collateral curriculum is examined regularly by various constituents of the learning community — including teachers, administrators, and students. Scrutiny in accomplishing the aims and goals of the state curriculum is sought and discussed by the faculty and study teams. The study teams look for factors to determine, and adjust where necessary, the success of English language learners and students with special needs. Our unique approach to teaching and learning, described below, and the school's expressed interest in a science-based education suggest that its very existence is examined thoroughly for effectiveness across multiple measures.

We will continue our engagement model as we evolve our high school, with students meeting and exceeding the 'a-g' requirements with ALL courses being adopted meeting an a-g designation. In addition, students will have access to through planned dual enrolled and articulated courses in partnership with Yuba Community College. Annual in-person and digital learning exhibitions of learning embedded in courses and in whole-learning community showcases, will be a component of our PBL integration, and the use of ePortfolio and a Senior Defense/ annual passage defense of learning.

### 4. A small school that fosters learning

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At YES CHARTER ACADEMY learning takes place when teachers can give individual attention to each child, and the school community is small enough for everyone to know and support each other. In this setting every child is known well by the teachers, and his or her gifts, talents, and special needs are recognized and addressed. Our intention is to remain a small school even with the expansion to high school.

Our high school will continue to offer small class sizes, personal attention, 1:15 ratio of staff: student support and individual learning plans (ILPs) to support the individual needs of each of our unique learners through the formative years of secondary school.

### 5. An integrated approach to learning that focuses on the natural sciences and the environment

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Because the natural world is inherently interesting to most children, it serves as a setting and springboard for learning in all subjects studied at YES CHARTER ACADEMY. Teachers help students to



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deepen their understanding of the world by connecting all disciplines and to communicate their observations and understanding to others. In choosing to expand to high school grades, we mindfully chose our sciences to integrate Forestry and Natural Resources, in the Agriculture Industry Sector, Digital Media in Arts Media and Entertainment Industry Sector, and Entrepreneurship and Small Business Ownership will support the scaffolded elementary and middle school content, as well as aligns with current and future Labor Market needs both locally and across the state. Our integrated approach will align CCSS/ NGSS and CTE standards, as well as the CA Standards for Career Ready Practice:

“Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advance through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow



through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence. Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## 6. Character development woven into the fabric of learning



YES CHARTER ACADEMY intentionally incorporates character development into its daily curriculum and activities. Teachers, administrators, students, and families work together to assure the healthy development of every child, and to address moral and ethical issues so that each has the knowledge, skills, and resiliency to act with integrity. The growth mindset is at the core of our student engagement and communication.

## 7. Accountability and responsibility

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We pay close attention to leadership, governance, and management at YES CHARTER ACADEMY. This includes maintaining our charter, meeting state requirements, and ensuring financial viability. Ultimately, we are most accountable for the children's learning. Teachers and other staff members collaborate to promote a sense of collective purpose. Teachers reflect together on their practices, critically analyze learning situations in their classrooms, and suggest and engage in creative strategies to provide experiences that enable each child to meet our high expectations.

## 8. Parents

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Parents play an integral role in the educational experience of the children through volunteer opportunities inside and outside the classroom, leadership positions, and reinforcement at home. Parents will be invited to participate in exhibitions of learning, volunteer opportunities, and as our program evolves, continuing their own learning through our relationships with the County Office of Education Adult programs and Yuba Community College. At all ages, our professional learning community will reflect our vision of an informed and supportive group of industry, local, parent and student members that connect to our school mission and outcomes and offer their expertise to create the best opportunities for our students and staff.

YES has increased the home/school connection in several ways. We use the Parent Square application to communicate quickly and effectively with all YES families. Parents and guardians are able to choose to receive Parent Square notifications through text or email. Parents are able to respond to messages, to fill out and sign forms such as field trip forms, and to schedule parent teacher conferences among many useful communication tools that Parent Square offers. Among the uses of Parent Square that has improved family/school communication is the use of surveys. YES utilizes both Parent Square and Survey Monkey to gather feedback from parents. We have gathered input on perceptions of our effectiveness in delivering distance learning, connectivity needs, and LCAP to name a few. We meet with YES families using Zoom, and are returning to in-person meetings. In addition to monthly Council of Directors meetings, we hold Roadmap meetings, and LCAP meetings to solicit family input.

We have gathered input on perceptions of our effectiveness in delivering distance learning, connectivity needs, and LCAP to name a few. We meet with YES families using Zoom, and are returning to in-person meetings. In addition to monthly Council of Directors meetings, we hold Roadmap meetings, and LCAP meetings to solicit family input.



## 9. Commitment to lifelong learning and high achievement

Students come to understand that natural and human communities are one and that environmental stewardship and civic responsibility go hand in hand. They gain a love for learning and for caring for the earth and its citizens that continues to develop after they have graduated. Students will graduate from our TK-12 exceeding UC a-g requirements, with articulated community college units, and having experienced 3 different career pathways and exceeding requirements of lab science.

### F. Curriculum

The academic program in the upper elementary and middle school is organized around periods daily. Some students stay later for the after school program. Our curriculum plan has sound educational theory and research. YES CHARTER ACADEMY is founded upon core values such as a strong sense of place and community; healthful living; curricular review and rigor aimed to meet the state standards; environmental protection and enhancement; and commitment to lifelong learning and high achievement. Environmental Education is woven throughout the program and across subject topics. **(Appendix 1)**. Core academic subjects are taught through integrated thematic units, and industry-aligned practical experience.

In K-8, we have adopted Amplify Science K-8, which is aligned to grade level NGSS, engaging and supports fluency in ELA within the Science content **(Appendix 1A/Appendix 1B)**. Students examine the ecology and history of the land and people of the area, learn about animals and plants through personal observation and experience, and use the community's resources as a living laboratory. We introduce stewardship through the US "FireWorks Curriculum: Northern California Oak Woodlands" in our lower grades, allowing students to experiment with issues directly affecting our local natural resources. "FireWorks provides students with interactive, hands-on materials to study wildland fire. It is highly interdisciplinary and students learn about properties of matter, chemical and physical processes, ecosystem fluctuations and cycles, habitat and survival, and human interactions with ecosystems. Students using FireWorks ask questions, gather information, analyze and interpret it, and communicate their discoveries."

Natural and Cultural Ecology	Fire Behavior	Wildfire Preparations
<a href="#">M.1.1 Native Californian's Connection with Fire</a>	<a href="#">M.2.1 An Introduction to Fire Physics: The Matchstick Burn Board Model</a>	<a href="#">M.3.1 Once Upon a Wildfire Reading and Discussion</a>
<a href="#">M.1.2 Who Lives Here? Adopting a Plant, Animal, or Fungus</a>	<a href="#">M.2.2 Fire Triangle Lessons</a>	<a href="#">M.3.2 Introduction to Wildfire Preparedness: Fire Resistant Structures, Defensible Space and Evacuation</a>
<a href="#">M.1.3 Tree Identification: Figure out the "Mystery Trees"</a>	<a href="#">M.2.3 Fuel Properties: The Bonfire Challenge</a>	<a href="#">M.3.3 Preparing at Home: Communication Planning and Go Bag Preparation</a>
<a href="#">M.1.4 Bark and Soil: Nature's Insulators</a>	<a href="#">M.2.4 Ladder Fuels and Fire Spread: The Tinker Tree Derby</a>	<a href="#">M.3.4.A Assessing Your School</a>
<a href="#">M.1.5 Fire History of the Oak Woodlands</a>	<a href="#">M.2.5 Phenomena in Action</a>	<a href="#">M.3.4.B Firewise Homes</a>
<a href="#">M.1.6 Phenomena in Action</a>	<a href="#">M.2.6 What influences wildland fire behavior? The Matchstick Burn Board Model</a>	<a href="#">M.3.5 Presenting Your School Assessment</a>
<a href="#">M.1.7 How Oak Woodlands Respond to Wildfires: A Drama</a>		<a href="#">M.3 Take Action: Community Service Project Ideas</a>

The Northern California Oak Woodlands FireWorks curriculum program was created in partnership with the University of California Division of Agriculture and Natural Resources; University of California's Sierra Foothill Research and Extension Center; University of California's Hopland Research and Extension Center; San José State University; US Forest Service (USFS) FireWorks Education Program; Mendocino and Yuba County school districts; YES Charter Academy; Butte, Lake, Mendocino, and Yuba Fire Safe Councils; Sierra Streams Institute; Nisenan Tribe of California; United Auburn Indian Community; Kashia Band of Pomo Indians; Hopland Band of Pomo Indians; Guidiville Band of Pomo Indians; and Sherrie Smith-Ferri, Dry Creek Pomo-Coast Miwok.



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Embedded in the CCSS curriculum, the underlying theme of being stewards and understanding local and world-wide environmental resources, utilizing technology, and preparing for career, college and their post-secondary journey.

The YES CHARTER ACADEMY gardens and nature mini-reserves foster extensive field experiences even for the youngest children. The Las Plumas National Forest, as well as area public institutions and civic organizations, provide additional settings for exploration. We plan to expand our outdoor learning spaces with our expansion so that as we grow, our middle school students have even more access, and as we build out our high school site, our vision for this site echoes our current learning spaces but with access to deeper industry level resources and technology. YES Charter Academy uses CCSS aligned ELA curriculum, Zaner-Bloser, and Math curriculum, Go Math.

In the expanding 9-12<sup>th</sup> grades, the curriculum and instructors will be aligned to Career Technical Education pathways, determined by unmet labor needs in the community, articulated wherever possible with the Yuba Community College, and with deep attention to professional skills, completing a-g, and with a continued dedication to environmental resources, digital media, and entrepreneurship/ small business ownership.

Students will also work towards paid and unpaid internships in their 11th and 12th grade years, and even PE classes will be deeply aligned with social emotional and physical health education, and outdoor offerings in our local community like hiking, kayaking and leadership courses in the outdoors. College and career counseling, ePortfolios, and even an a-g 'g' Adulting 101 course will support the whole-child as they mature through young adulthood.

YES is dedicated to scaffolding and pacing curriculum through our K-12 for graduate success. To prepare for these secondary grade levels, we have carefully chosen courses that will engage, and align with our current student body and areas of coursework not offered locally at the secondary level. Additional training in embedding CCSS and CTE, as well as strong project based/ cross-curricula pedagogy will be at the center of our growing school. All students will graduate as completers from three CTE pathways over the course of their high school career,

All students will have the opportunity in small classes to take industry-aligned certifications in their classes, and additional a-g courses that support their success and meet CA requirements include 4 years of math, **not 3**, with a senior course around Financial Analysis, Business computer applications, Speech, Psychology and a Senior seminar focused on ePortfolio, Scholarships, Job and college applications and personal statements. As well, a Leadership class, allowing students to improve the school community and run events for the K-12 population, create a yearbook, quarterly newsletters.

The proposed 4-year high school schedule plan includes a modified block schedule with A/ B and a 1 day 7 period schedule to accommodate longer periods for rigorous hands-on learning and to model and accommodate for articulated and dual enrolled classes with the community college. High school students will begin at the mandated 8:35 a.m. start time (Education Code) and will be provided with 1:1 technology.

Our school year includes 180 instructional days, (**see Appendix 13**) and our K-8 currently exceeds the number of days/ instructional minute required (YES K-8 = 180 days/54030 minutes annually)



With high school students beginning class after 8:35 a.m. per Senate Bill 328, our high school will begin at the same time as our K-8 students, 8:35 AM, and the 9-12th instructional day will end at 4:30 p.m., not 3:00 p.m., adding an additional 90 minutes of additional instruction (except on the planned 43 school-wide minimum days) which will increase our instructional minutes for 9-12th graders an additional minimum of 12,330 instructional minutes annually which totals a minimum of 66,360 instructional minutes, exceeding the requirements set by CDE. Our high school instructional minutes exceed state requirements, at 64,800 annually, exceeding state requirement by 400 instructional minutes.

- Teaching & Learning
- Testing & Accountability
- Finance & Grants
- Data & Statistics
- Specialized Programs
- Learning Support
- Professional Learning

Home / Finance & Grants / Allocations & Apportionments / Principal Apportionment

## Instructional Time Requirements

### School District and Charter School Instructional Time Requirement Table

Note: This page may need to be printed in landscape view on 8.5" x 14" paper.

Charter School	Required Days	Required Minutes	Minimum Daily Instructional Minutes Requirement	Penalty for Not Offering Required Instructional Minutes	Penalty for Not Offering Required Instructional Days
Applicable to all charter schools	175	K 36,000 1-3 50,400 4-8 54,000 9-12 64,800	Charter schools do not have minimum day requirements by law.  However, charter schools do have annual day and minute requirements.	Product of total apportionment for affected students multiplied by percentage of instructional time the school failed to offer.	Apportionment proportionately reduced for each school day less than 175.

As we have an established after-school program until 5:30, this will align with high school clubs and activities, sports and extra-curricular activities existing within our current k-8 model until 5:30 post-instructional day.

As we evolve into the 9-12th grades, we will have a program of clubs that align with our student interests, support unit recovery or academic intervention, as well as unit recovery and tutorial support our Alt. Forms of Leadership requirements for CTE Pathways. In addition, in 11th and 12th grade, paid and unpaid internship placements will take place outside the school day at minimum 1x a week for at least a semester. (see **Appendix 9** for course descriptions and Alt Forms of Leadership requirements for Perkins V).

As a CTE wall-to-wall model, we will have leadership curriculum embedded in our core program as well as offer aligned leadership opportunities outside the classroom. A Leadership team made up of students representing grade levels and the 3 CTE pathways will be at the core of our student government. YES Charter Academy will also meet the requirements of high quality CTE programs and offer work-based learning clubs in lieu of CTSO's. We hope to partner with Foundation4innovation.org and other programs to help align, pace and embed this in our content and the after-school program. (**Appendix 9**)

As our adopted courses will all be a-g from the formation of our school, parents and students will be made aware that they will be transferable to other public high school. Parents will have access to all course outlines (**Appendix 18**), which are directly modeled from courses accepted in the UCOP a-g portal and showcase.

YES will pursue six -year WASC accreditation with approved "A-G" courses required for admission to the University of California and California State University systems.



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The Charter School will inform parents on an ongoing basis of the transferability of coursework to other public high schools and an individual course's "A-G" status (eligibility to meet college entrance requirements) through the course catalog and the YES website. This will ensure that high school pupils can meet California college entrance requirements. Additionally, YES will offer concurrent enrollment and dual enrollment opportunities and will inform parents about the transferability of course to post-secondary education institutions as applicable.

In addition, beginning in 9th grade with our 'Get Focused Stay Focused College and Career' course, students will create a 1-, 3- and 10-year goals and plans, learn their own strengths, weaknesses and interests, explore career opportunities, begin a budget for college or post-secondary. With implementation of the growth mindset, we will help kids plan for pivots and options and opportunities, so they exit our program ready for the success they plan for.

The Dream Act, FAFSA, grants and scholarships will be defined and explored in 9th and 10th grade, in 11th &\* 12th grade internship courses and Senior Seminar, college applications, FAFSA, scholarships, Resumes and Mock interviews will be a deep component of the education our students will receive. PSAT/SAT process will also be covered, with an ongoing discussion of post-secondary, the cost, and focusing on the student choices and goals, and the steps and path to achieve their goals.

Students will engage in some of their curriculum within the community. Junior year, on tract students will be offered internships with a local company, nonprofit or within the school, informed by their career interest plan, and Senior year students will be allowed and recruited for paid internships or work study for one period a week, to demonstrate their skills earned in CTE pathways, and gain work experience and community networking. These 2 courses will also engage students with understanding taxes, interviews, customer service, communication, time management and networking as well as other skills communicated by community businesses locally and throughout California, that they need in tomorrow's workforce.

The proposed 4-year High School schedule plan includes a modified block schedule with A/ B and a 1 day 7 period schedules to accommodate longer periods for rigorous hands-on learning and to model and accommodate for articulated and dual enrolled classes with the community college. High school students will begin at the mandated 8:30 start time and will be provided with 1:1 technology.



9th Grade		
	Semester 1	Semester 2
Course 1	<b>YC Counseling 10 College Success (g)</b>	<b>YC GNBUS30 or BCA15 (Business Computer Applications Beginning) (g)</b>
Course 2	<a href="#">PE 9 HS Course 3A Adventure/ Outdoor Activities (CA Required year 1of 2)</a>	<a href="#">PE 9 HS Course 3A Adventure/ Outdoor Activities (CA Required year 1of 2)</a>
	<b>Break/ Breakfast</b>	<b>Break/ Breakfast</b>
Course 3	World History (a)	World History (a)
Course 4	<a href="#">Biology and California Natural Resources (Bio d) (CTE Intro)</a>	<a href="#">Biology and California Natural Resources (Bio d) (CTE Intro)</a>
	<b>Lunch/ Break</b>	<b>Lunch/ Break</b>
Course 5	Math/Algebra (c)	Math/ Algebra (c)
Course 6	<a href="#">English 9-Reading, Writing &amp; Research in Social Entrepreneurship (CTE Intro) (b)</a>	<a href="#">English 9-Reading, Writing &amp; Research in Social Entrepreneurship (CTE Intro) (CA a-g=b)</a>
Course 7	<a href="#">Advisory/ Life Skills Class (g) Adulting 101</a> or Tutorial/ Elective/ Online class/ Unit Recovery	<a href="#">Advisory/ Life Skills Class (g) Adulting 101</a> or Tutorial/ Elective/ Online class/ Unit Recovery



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10th Grade			11th Grade		
Semester 1		Semester 2	Semester 1		Semester 2
Course 1	YC Spanish 1 (e) (1 semester =1 HS year)	YC Spanish 2 (e) (1 semester =1 HS year)	Course 1	History 17A (US History) (a)	Math (Pre-calc/Alg 2) (c) or Math101
Course 2	Speech 1 (g)	Health 1 (g)	Course 2	Psychology (a)	Internship 45A
	Break/ Breakfast	Break/ Breakfast		Break/ Breakfast	Break/ Breakfast
Course 3	PE 10 (CA Required year 2 of 2) Outdoor Recreation and Conservation (Stds for Advanced Adventure/ Outdoor Activities)	PE 10 (CA Required year 2 of 2) Outdoor Recreation and Conservation (Stds for Advanced Adventure/ Outdoor Activities)	Course 3	English 11 Entrepreneurship and Technical Business Communication (CTE Capstone) (b)	English 11 Entrepreneurship and Professional Literacy (CTE Capstone) (b) (Articulate with Mgmt 14 or GNBUS 52)
Course 4	Forestry and Natural Resources (Phys d) (CTE Concentrator)	Forestry and Natural Resources (Phys d) (CTE Concentrator)	Course 4	Sports, Exercise, Physiology & Health Science (Bio d). (S1 Articulate with Biol 4)	Sports, Exercise, Physiology & Health Science (Bio d) (S2 Articulate with Biol 5)
	Lunch/ Break	Lunch/ Break		Lunch/ Break	Lunch/ Break
Course 5	Math Geometry (c)	Math Geometry (c)	Course 5	Advanced Design Visual and Media Arts (CTE Capstone) (f) (Articulate with Art 36B Int Digital Photography)	Advanced Design Visual and Media Arts (CTE Capstone) (f) (Articulate with Art 36B Int Digital Photography)
Course 6	English 10- eCommerce, Entrepreneurship & English (CTE Concentrator) (b)	English 10- eCommerce, Entrepreneurship & English (CTE Concentrator) (b)	Course 6	Leadership1/ Unit Recovery/ Online Electives (g)	Leadership1/ Unit Recovery/ Online Electives (g)
Course 7	Design Visual and Media Arts (Concentrator) (f) (Articulate with Art 36A Digital Photography)	Design Visual and Media Arts (Concentrator) (f) (Articulate with Art 36A Digital Photography)	Course 7	Internship (CTE Works Internship Unpaid) / Internship 45A (g)	Internship (CTE Works Internship Unpaid) / Internship 45A (g)



12th Grade		
	Semester 1	Semester 2
Course 1	English 1A. (b)	English 1B (b)
Course 2	Economics 1A (a)	Government POLSC3 (a)
	Break/ Breakfast	Break/ Breakfast
Course 3	Senior Seminar (Applications, ePortfolios, Scholarships, Personal Statements) (g) (Articulate with Couns 45 Career College Planing)	Senior Seminar (Applications, ePortfolios, Scholarships, Personal Statements) (g)
Course 4	Mathematics of Financial Analysis (c)	Mathematics of Financial Analysis (c)
	Lunch/ Break	Lunch/ Break
Course 5	Chemistry & Environmental Engineering (Phys d) (CTE Capstone). (Articulate with Chem 1A)	Chemistry & Environmental Engineering (Phys d) (CTE Capstone). (Articulate with Chem 1A)
Course 6	Leadership2/ Unit Recovery/ Online Elective (g)	Leadership2/ Unit Recovery/ Online Elective (g)
Course 7	CTE Works Intership 2 Paid /Unit Recovery (g)	CTE Works Intership 2 Paid /Unit Recovery (g)

(Appendix 18 includes Course Outlines for planned courses. Courses in Red are planned/ under discussion for dual enrollment or articulation through Yuba Community College)



## G. The Environmental Focus: Earth Literacy

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In creating and implementing its environmental sciences focus, YES CHARTER ACADEMY educators are guided by California's Environmental Principles and Concepts from the Education and the Environment Initiative supported by Assembly Bills 1548 and 1721 (see Appendix 1C, "*California's Environmental Principles and Concepts*"), to ensure that instruction is credible, reliable, objective, and factually based. Focal areas of study include conservation, plant and animal life and stewardship and civic responsibility, interdependence and natural balance, pollution, and health and fitness. Teachers incorporate lesson planning and activities through the use of *Project WET*, *Project WILD*, *Project Learning Tree*, and *Roots of Reading Seeds of Science* curriculum. YES CHARTER ACADEMY students participate in trips to observe other environmental and cultural resources.

To continue this essential focus for all students in our expanding secondary program, our a-g 'd' lab science requirements will be also courses aligning to the CALPAD reporting in the Agriculture and Natural Resources Sector, Pathway 104, Forestry & Natural Resources. Students will take *Biology and California Natural Resources* their Freshman year, Sophomores will be offered *Forestry & Natural Resources an aligned Physical science 'd'* and senior year, *Chemistry & Environmental Engineering*. In addition, due to our mission of serving the 'whole child' we have an **additional** lab science course Junior year, **giving all students 4 a-g science courses on their transcript**. Entitled Sports, Expertise, Physiology & Health science, which will be meet and exceed the state Health Requirements, as well as inform students more deeply about healthy choices as they age into adulthood. **(see Appendix 18 for high school proposed course outlines and instructional resources, Appendix 14 for student policies and expectations)**

We also have specifically chosen our Physical Education courses for 9/10 to follow the California PE recommendations and will over *Course 3A, Adventure Outdoor Activities* and year 2, *Outdoor Recreation and Conservation*. Following and mastering standards from the CDE Advanced Adventure / Outdoor Activities. With these thoughtful and rigorous courses supporting our location, student interests and our vision of embedding environmental science and stewardship across our TK-12 program **(see Appendix 18)**

YES CHARTER ACADEMY is equipped with current information technologies, including computers with Internet access. Our expansion into the high school grades will also include build outs of industry specific indoor and outdoor lab spaces, a dedication to industry-relevant video and media hardware and software for our Design, Visual and Media Arts pathway, and a maker and innovation lab space for our embedded Entrepreneurship and Small Business ownership pathway. **(see Appendix 18)**

## H. Instructional Design

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YES CHARTER ACADEMY is organized as a series of multi-aged classrooms. A single teacher, at times assisted by parent volunteer and /or an instructional aide, may teach more than one grade in a multi-age class. Class sizes are kept small for individualized support and personalized attention. Class size goals are to keep all courses to under 25 students TK-12.

Assessments are developed by the teaching staff and administration to help determine placement into learning groups, depending on age, below are some overarching examples:



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- i-Ready is used to create standards based assessments that reflect growth of students as cohorts and individuals. Correlated to the California State Standards, i-Ready will be administered at key intervals in the first and second trimesters. Teacher created tests are also available on i-Ready to allow teachers to create intervention groups, target specific learning goals for students, and monitor mastery and progress. **(see Appendix 3, goals in LCAP, Appendix 13)**
- Informal classroom tests are used on a regular basis by teachers in all grade levels including spelling tests, concepts of print assessments, show of hands/symbols/signs to indicate class-wide and individual participation during lessons and assignments for checking for understanding and assessing progress.
- Students are assessed using diagnostic assessments, formative assessments embedded in programs, and summative assessments such as i-Ready, CAASPP, and CAST.
- High School students will continue to take the i-Ready testing as well as PSAT/ SAT testing beginning in their Freshman year with a hope to eventually begin issuing the PSAT by 2024 in [the 8<sup>th</sup> grade.](#)

During the pandemic we did see many of our students suffer a learning loss.

*“How Kids Are Performing: Tracking the Impact of COVID-19 on Reading and Mathematics Achievement*, a report detailing the learning effects associated with COVID-19 school disruptions. Designed to end the speculation and provide guidance for educators as they address learning gaps, the report is based on the results of more than five million student assessments.

Student assessments from all 50 states and the District of Columbia were included in the sample, which consisted of students in grades 1–8 who took Star Early Literacy, Star Reading, or Star Math assessments during both Fall 2019 and Fall 2020.

Key findings of the report include the following:

- **Reading performance:** Student achievement in reading was, on average, only a single percentile point below where it should have been in a normal school year.
- **Math performance:** Math achievement has been significantly more affected by learning disruptions, falling on average seven percentile points.
- **Student growth:** Students grew more slowly from 2019 to 2020. In a typical year, the median student growth percentile (SGP) on Star Assessments sits at the midpoint of approximately 50. This year, the median growth percentile for reading was 45 and for math just 35.
- **Learning loss:** Translated into terms of instructional time, students in grades 4–7 will need on average 4–7 weeks to catch up in reading, while grades 1–3 and 8 were already on track. Students in grades 5 and 6 were more than 12 weeks behind beginning-of-year expectations in math, and students in grades 2, 3, 4, 7, and 8 would need 4–11 weeks to meet the expectations for the beginning of a typical school year.



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Some student groups were more affected by learning disruptions than others, though the difference tended to be minor, at just one or two percentile ranks. Groups more negatively affected include:

- Black, Hispanic, and Native American students;
- Students who attend schools that serve high poverty populations;
- Students who attend public rather than private schools;
- Students in rural or small towns as opposed to suburban or urban schools.”

YES CHARTER ACADEMY students fall in many of these subgroups, so this high school extension will allow us to not only get students who suffered from being off campus during the pandemic back on track, but also extend our supportive community culture into a rigorous high school program.

According to research published by CCSA in *The Transition to Distance Learning Amid COVID*, underserved students were more likely to experience learning loss. Access to educational opportunities varies by race/ethnicity, income, and ability. In 2018-19, test scores varied greatly by student subgroups.

Proportion of Student Subgroups Meeting State Math Standards, 2018-2019
7.6 Asian
5.6 White
2.9 Latinx
2.8 Low-Income°
2.0 Black
1.3 Students with Disabilities
1.2 English Learners

In fact, YES serves a higher percentage of low-income students and Special Education students than the school district in which we are located. In 2021 the YES percentage of students qualified for free and reduced lunch was 76%, while the percentage of students at Marysville Joint Unified School district (MJUSD) qualified for free and reduced lunch was 70%. In the same time period, YES had a special education enrollment of 14% while MJUSD had a special education enrollment of 13%.

In the 2020-21 CAASPP comparison of YES to the closest MJUSD elementary schools, Dobbins and Loma Rica, and the closest middle schools, Foothill and Yuba Feather, YES students perform similarly. YES serves a similar low-income population as Dobbins, while Loma Rica, Foothill, and Yuba Feather serve fewer low-income students than YES.

The continuation and focus of each student as an individual learner, and to combat learning loss, YES teachers, in collaboration with the Learning Center Director, create an Individual Learning Plan (ILP) for and with each student. Each ILP has one reading and one math goal that is based upon assessment and teacher observation. ILPs are used to set achievement goals in reading and math. They are created at the beginning of each school year and updated at the end of each trimester.



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ILPs drive differentiated instruction in the classroom.

All students are administered a reading fluency assessment at the beginning of the school year, and again at the end of each trimester. Reading fluency data is used to create ILPs, to group students for differentiated reading instruction, and to identify students for reading fluency remediation. Students who do not read at the 50th percentile, are placed in the reading intervention program, Read Naturally.

Student progress in Read Naturally is tracked and celebrated. Students have the goal of increasing reading fluency to the 50th percentile or above. Students are exited from the program upon reaching this goal. YES students have demonstrated success in increasing reading fluency and meeting ILP goals using the Read Naturally intervention program. YES will continue to use and refine. Below please see a sample of the fluency data for YES students.

**STAR ELA Longitudinal Report Sample Current 6<sup>th</sup> graders.\***

**(All current grade level reports can be seen in Appendix 3)**

**Yuba Environmental Science Charter Academy 6th**

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021 - 2022	6		2	15%	5	38%	0	0%	6	46%	13
2020 - 2021	5		3	50%	1	17%	1	17%	1	17%	6
2019-2020	4	No Activity Data Found	--	--	--	--	--	--	--	--	0

All students are administered a grade level math skills assessment at the beginning of the school year, and placed in Khan Academy intervention based upon their skill level.

**STAR Math Longitudinal Report Sample Current 6<sup>th</sup> graders:**

**(All current grade level reports can be seen in Appendix 3)**

**Yuba Environmental Science Charter Academy 6th**

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021 - 2022	6		4	33%	5	42%	2	17%	1	8%	12
2020 - 2021	5		3	50%	2	33%	0	0%	1	17%	6
2019-2020	4	No Activity Data Found	--	--	--	--	--	--	--	--	0

STAR data shows room for improvement. YES plans to use i-Ready assessments for all grade levels as part of multiple measures to assess student achievement. This assessment, as well as assessments in the adopted math



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curriculum, are used to set and update ILP goals. YES students have demonstrated success in increasing reading fluency and meeting ILP goals using the Read Naturally intervention program. YES will continue to use and refine.

Below please see a sample of the fluency data for YES students. Despite the Covid-19 learning loss, our students are showing gains growth with consistent use and pedagogy around our adopted programs that support STAR Math and STAR grade level growth. **(see Appendix 3)**

First Name	Grade level	August wpm	November wpm	April wpm	May wpm	Comments
C	6	131 wpm	140 wpm			
W	6	50 wpm	80 wpm	90 wpm		
A	6	164 wpm	171 wpm	183 wpm		
R	6	91 wpm	105 wpm	120 wpm		
R	6	74 wpm	78 wpm	81 wpm		
V	6	138 wpm	149 wpm	152 wpm		
T	6	152 wpm	162 wpm	183 wpm		
S	6			129 wpm		
M	6	151 wpm	174 wpm	174 wpm		
C	6	92 wpm	100 wpm	127 wpm		
C	6	210 wpm	248 wpm	240 wpm		
D	6	151 wpm	155 wpm			
S	6	173 wpm	214 wpm	199 wpm		
M	6	126 wpm	126 wpm	160 wpm		

Standard reading fluency scores:  
 The 50th percentile at the beginning of 6th - 8th grade is 132 wpm.  
 The 50th percentile at the middle of 6th - 8th grade is 145 wpm.  
 The 50th percentile at the end of 6th - 8th grade is 146 wpm.

Students are considered fluency readers when they can read 160 wpm.

While CAASPP scores are similar to comparable district schools, there is a need for growth in student achievement. Multiple measures show areas of strength, such as improvement in reading fluency, and areas of needed growth, such as math. YES is committed to raising student achievement, and is taking multiple steps to do so.

YES CHARTER ACADEMY will continue to support standard measurements through assessment both summative and formative. Instructional support in the high school will be single grade-level cohorts, and an ongoing deep dive into student graduation requirements, 'a-g' and CA HS requirements for graduation fulfilment, as well as continuing to evolve student independent learning plan needs as a whole-child focus. Students will take PSAT and SAT and have support on increasing their scores and knowledge around these high stakes assessments.

YES CHARTER ACADEMY'S educational program is based on the research and progressive concepts of



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project-based learning through Career Technical Education and common core alignment, including a full A-G program of study. To help students achieve the academic standards and a fundamental understanding of the SLOs, YES CHARTER ACADEMY teachers will engage students in challenging learning activities through a variety of instructional methods. Group activities, multi-media presentations, lecture and project-based learning will be the norm.

Through the lens of Entrepreneurship, innovation and business, our English courses will focus on Common Core reading and writing standards as well as CSU skills for college level reading and writing. Additionally, students will have formative and summative assessments in all courses, with focus on cross-curriculum PBL/ Project-based learning. Project based learning is at the core of the school's approach to teaching. Students will engage with real world problems and hands-on experiences to develop collaboration, critical thinking and problem-solving skills. Publishing and sharing their projects with the broader community provides opportunities for practicing communication and public speaking.

Our high school students will monitor their own progress through the use of the Research and Design framework for project-based learning. Students in middle school are learning to become aware of where they are in their learning, and we will evolve this process in the high school process. We will implement a 9-12th school-wide effort in order to build student capacity for self-assessment and self-efficacy.

Throughout our practices, we will implement current and high engaging hybrid blended learning processes. Our planned hybrid model combines the unique affordances of the technologies yet provides the face-to-face interactions of brick and mortar schools and classrooms. Because of the technology infusion in blended learning, our use will provide more opportunities for new, diverse, and real-time data, and targeted student support more effectively. According to the report by WestEd, "Blended Learning and Data Use in Three Technology-Infused Charter schools...

"The definition of blended learning is a formal education program in which a student learns:

- 1) at least in part through online learning, with some element of student control over time, place, path and/or pace.
- 2) at least in part in a supervised brick-and-mortar location away from home
- 3) the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. "

YES Charter Academy will also offer some high school opportunities, utilizing the A La Carte model. This model is where a student takes a course entirely online to accompany other experiences that the student is having at a brick-and-mortar school.

The teacher of record for the A La Carte course is the in-person instructor or an off-site community college instructor. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus. These blended courses offered may also be in partnership with Yuba Community College, and utilizing Imagine Learning. This allows us to focus on our hands-on and PBL while utilizing state-of-the art, current digital content, simulations and mastery lessons and assessments, continuing the practices of learning stations and group work outside the screens.



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YES CHARTER ACADEMY plans to embrace the A La Carte model, and will have aligned instructional centered courses as well as a partnership with the online based programs for our high school blended offerings such as Imagine Learning for course acquisition and content, as well as partnering with our local community college. We plan to adopt textbooks that offer current technology, like Cengage & ICEV, Adobe Classroom.

YES CHARTER ACADEMY also sees the value in exposing students to the online/blended learning platform because so many post-secondary institutions are embracing this technology. Imagine Learning provides our small site with access to online and blended learning solutions that enable us to reach our academic goals. Imagine Learning and other digital providers provide a range of California core curriculum, AP, honors, elective, Career and Technical Education, and credit recovery courses which are aligned to the rigor and high expectations of CA State Standards. Besides seeing growth in similar school settings, blended learning is engaging as well as supports the data collection we use in our embedded ILP annual student-run parent/ teacher meetings to help target student growth and weaknesses.

YES Staff and administrators see online courses serving students in two capacities. The first way is for primary course acquisition in social-science, math, and foreign language. The second way blended learning will be used at is to supplement other core courses as needed by each student in their individual learning plan.

The Imagine Learning curriculum will be integrated into the regular school day and is supported by blended learning in courses such as Integrated Math and Social Studies. This allows for supplementary instruction given by the teacher as needed. The other capacity for use of online instruction is for credit recovery, which is delivered through a blended learning model during a tutorial period. These classes are monitored by staff trained in using the software and the students' progress is monitored regularly.

Our embedded CTE pathways, will achieve industry-aligned certifications or credentials in capstone courses as summative measurements of learning. This includes in their Chemistry & Environmental Engineering Capstone 'd' science, they will certify in the '*NOCTI Green Education Foundation Institute Sustainability 101 Certification*', an assessment that consists of questions that measure an individual's factual theoretical knowledge.

In our Design, Visual and Media Arts, students will have the opportunity to test to *become 'Adobe Photoshop Certified Professional'* as well as keep an ePortfolio of academic and design work.

Students will have entrepreneurial and business concepts embedded in their English courses, and in year 3, will test for the industry recognized '*Entrepreneurship & Small Business Ownership*' certification, as well as have experience authoring a Small Business Administration aligned business plan, competitive analysis, and financial requirements.

Our program is aligned, from day 1, to a 4 year college trajectory, no other program in the county has this.

Our class sizes, per our mission, will stay under 25, often with secondary learning support, no other program in the county has this. YES CHARTER ACADEMY maintains the requisite adult to pupil ratio mandated by Education Code Section 48000(g) in its TK classrooms.



Our high school programs are intentionally aligned with high-wage high-need jobs in Yuba County, no other program in our county has this.

From inception, we are leveraging community industry and a growing partnership with our community college to embed relevant connections and build a strong workforce, all the way back to our Kindergarteners, no other program in the community offers this.

Our current learning community population as well as the community and County Office are huge supporters of our mission and vision statements

Per our data, we currently serve ratios of special education students, and low-socioeconomic students at rates higher than our local schools K-8.

Our model of TK-12 for our community is unique, and no other program offers this to parents and students.

## I. Instructional Methods

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The school uses research-based methods of instruction deeply rooted in Marzano.

(See Appendix 1D, *“Marzano Instructional Strategies Report”*)

YES is addressing digital divide in several ways. We provide one to one Chromebooks for all students in the classroom. The school provides free Chromebooks to be used at home for all students who request them. Students need not carry a Chromebooks back and forth to complete homework and do research. YES provides hot spots for all families that request them.

### 1. Cooperative learning

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Researchers have found that cooperative learning is an effective learning strategy. Students are guided to work cooperatively on projects such as STEAM Fair projects, Earth Day projects, garden projects, and others.

Cooperative learning will continue in our older grades, however will be aligned to industry relevant team and roles, as well as deeper communication and collaboration, and leadership roles. Students will work cooperatively with peers as well as with lower grades, with learners becoming teachers and mentors.

### 2. Differentiating instructional methods

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In a differentiated classroom the teacher creates multiple paths of learning so that students of different abilities, interest or learning styles experience appropriate ways to learn content. Instruction may be differentiated in the process or product. Differentiating the processes means varying learning



activities or strategies to provide appropriate methods for students to explore the concepts. Differentiating product means varying the complexity of the product that students create to demonstrate mastery of the concepts.

### 3. Direct instruction

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There are five key phases in [YES CHARTER ACADEMY'S pedagogy for](#) direct instruction. These include: orientation, presentation, structured practice, guided practice, and independent practice. In orientation the teacher clarifies objectives, activates prior knowledge and connects to previous lessons. In presentation the teacher explains, demonstrates, and gives examples of concept, skill, or strategy. The teacher uses a visual representation of the material and checks for student understanding. In structured practice the teacher leads students through the practice, step by step, using a projector or chart of the practice examples as well as the visual presentation. In guided practice the students practice on their own, but with the teacher present to monitor and give corrective feedback. In independent practice students practice entirely on their own.

### 4. Long Term Independent Study

Since the Charter School's inception, YES CHARTER ACADEMY has offered its full educational program through the use of a nonclassroom-based model for no more than 20% of its total average daily attendance. In offering a nonclassroom-based model, the Charter School complies with all provisions of Education Code Section 51744, *et seq.* and all implementing regulations. Students participating in independent study are expected to maintain bi-monthly communication with their supervising teachers through email, phone, and/or Google Classroom. Students in independent study will be supervised by an appropriately credentialed teacher per Education Code Section 51747.5(a). The Charter School may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher per Education Code Section 51747.5(b)(1).

A student with disabilities, as defined in Education Code Section 56026, may participate in independent study if the student's IEP specifically provides for such participation. If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education ("FAPE") in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement. Any YES CHARTER ACADEMY student with special needs receives all specialized academic support and related services specified on their IEP. Students in independent study have the ability to join classroom-based students for field trips and other enrichment activities.<sup>3</sup>

Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent

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<sup>3</sup> This does not apply to students who do not meet vaccination requirements for admission to school.



study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study. The independent study program is designed to serve all students, including students who are high achieving, low achieving, and students with credit recovery needs. Independent study is tailored individually to ensure the success of each enrolled student. Students and families in the independent study program are offered all educational and academic evaluations and support as students who attend in the classroom. Students and families are offered all educational opportunities including academic interventions as students who attend in the classroom as stated in YES's Independent Study Policy 6158 ("IS Policy").

The K-12 public school guidelines for independent study will be evident in the annual audit per Education Code Section 47612.5(b). The Charter School will meet the requirement related to the ratio of ADA to full-time equivalent ("FTE") certificated employees as prescribed under Education Code Section 51745.6(a)(1).

The Independent Study policy outlines the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work. The IS policy includes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether they should return to the regular school program.

If a student is participating in the long-term independent study program for more than 15 schooldays, the Charter School ensures that each written agreement shall be signed before the commencement of independent study by the pupil, and if the pupil is participating for 15 schooldays or fewer, the Charter School ensures the written agreement is signed during the school year in which the independent study takes place. The pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The IS policy includes a description of how the required Written Agreement will be processed and maintained. The Written Agreement minimally includes the manner, time, frequency and place for submitting a pupil's assignments and reporting progress; the objectives and methods of study for the pupil's work and the methods utilized to evaluate the work; the specific resources that are made available to pupils; the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed; the duration of the IS agreement; a statement of the number of course credits or academic accomplishment to be earned upon completion. The Written Agreement will include a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

## 5. Field trips

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The outdoor classroom and the direct experience of nature and other venues appropriate to the study of the curriculum is accomplished by field trips and out-of-doors activities. Each experience of this type has Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) defined and supported for the lesson and trip.



Direct instruction will be combined with hybrid blended and small group/ learning center opportunities at grades K-12 to embed technology skills, collaboration, communication, and group leadership, as well as independent practice for mastery. Our program is integrating and echoing the skills recognized in persons successful through graduation and throughout all career industry sectors.

## 6. SDAIE instruction methods (Specially Designed Academic Instruction in English)

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SDAIE classes are those classes containing English Learner (EL) students, taught by teachers using special strategies designed to assist ELL students in both language-acquisition and subject-matter content. SDAIE stands for Specially-Designed Academic-Instruction in English.

SDAIE/sheltered methodology, borrowed from ELD/ESL strategies, emphasizes the concept of comprehensible input - very simply, making concepts understood by the learner. This is accomplished through the use of:

- realia (real objects and materials)
- manipulative (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
- visuals (study-prints, textbook-illustrations, overhead-projected prints, reproductions of paintings, and documents)
- graphic organizers (matrices, Venn diagrams, and webs)
- planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences)

### **ELD Instruction: Integrated and Designated ELD**

YES follows a comprehensive approach to ELD as outlined in the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* which states: “English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD. (p. 119)”

### **Integrated ELD**

Integrated ELD will occur throughout the day and across all content areas. Teachers will use the CA ELD standards “in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs to learn rich content and develop advanced levels of English” (Framework Ch 2 P 90).

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and



challenging

- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

### **Designated ELD**

Designated ELD will occur daily as “a protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English” (Framework Ch 2 P 91).

Designated ELD instruction is delivered in the homeroom in grades TK-5 and in English classrooms in grades 6 and above at YES. The teacher schedules a daily block of time to work with small groups by proficiency level. Non-ELs engage in independent stations and small group work within the class.

The -10 Essential Features of Designated ELD Instruction Followed by YES:

1. Intellectual Quality
2. Academic English Focus
3. Extended Language Interaction: during designated ELD, there is a strong emphasis on oral language development. Ample opportunities for students to communicate in meaningful ways using English is central. As students progress along the ELD continuum, these activities also increase in sophistication.
4. Focus on Meaning
5. Focus on Forms
6. Planned and Sequenced Lesson Events
7. Scaffolding: Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. Clear Lesson Objectives: Lessons are designed using the CA ELD Standards, as the primary standards are grounded in the appropriate content standards.
9. Corrective Feedback: Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

### **Support for ELD Implementation**

YES will use the resources from the California Department of Education to support implementation of ELD, including for professional development and as lesson planning tools.

The CDE continues to develop and collect resources critical to implementing the California content standards and increasing student achievement, and make them available on their website. This collection of  
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select resources connects the content in the ELA/ELD Framework with resources from the CDE, in addition to other reputable sources that address support for English learners and the five key organizing themes of the standards meant to influence instruction: meaning making, language development, effective expression, content knowledge, and foundational skills. The intent of this collection is to provide educators timely resources they can use to expand the scope of the guidance in the ELA/ELD Framework and to inform professional development and instructional decisions at all schools and districts. All resources included on their website have been reviewed by CDE staff to ensure, to the extent possible, that they were created or recommended by a reputable source; have been used in classrooms, schools, or districts; demonstrate evidence of positive impact or evidence of usefulness for an intended audience (e.g., students, teachers, administrators, schools, districts); are timely, given current educational priorities and policy developments; reference research; and are aligned to current standards.

YES will use resources available through the CDE to support Designated and Integrated ELD instruction. These resources include but are not limited to resources by grade level, implementation and support videos, making meaning with complex texts, and comprehension strategies, and include the following:

Resources for teaching ELD standards, professional learning content, and other resources, including the Integrated and Designated ELD Video Series, are available on the CDE English Language Development Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

The ELA/ELD Framework is available on the CDE All Curriculum Frameworks web page at <https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

Information regarding ELA/ELD instructional materials is located on the CDE 2015 ELA/ELD Adoption web page at <https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp>.

### J. Development of Self-Motivated, Competent and Long-Life Learners

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YES CHARTER ACADEMY is committed to the development of self-motivated, competent, lifelong learners. Specific methods for encouraging self-motivated learning include:

- Project Based learning
- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project-based learning
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting (in younger grades)
- Units of study built around high interest topics
- Building growth mindset through student effort leading to academic success



## K. When Learning Occurs

Learning first begins with attendance.

- Students are actively engaged in meaningful tasks
- A connection is made between what students learn and the real world in which they live
- Students have some choice in the structure of their own projects and plans
- Work is accomplished individually and as members of a group
- Activities are integrated and meaningful to the individual learner
- Work is developmentally appropriate, leads to success, and is progressively complex
- Meaning is constructed from experiences
- Students are encouraged and expected to learn
- Students are encouraged to help others learn and to learn from others, the learners becoming teachers.
- Students are taught critical thinking to apply knowledge and solutions to problems.

## L. Academic Habits

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Clear expectations of how learning is approached in the classroom, as well as the cultivation of useful habits, serve the child in his/her lifelong quest for knowledge long after graduation from YES CHARTER ACADEMY. The following are some of the habits and behavioral outcomes encouraged in the pursuit of learning throughout all grade levels.

- A genuine and healthy curiosity
- Clear oral and written communication
- Creative thinking
- Logical thinking toward well-informed conclusions
- Proficient use of technologies to gain access to information
- Adapting readily and responsively to new situations and information
- Effective problem solving
- Finding, selecting, evaluating, organizing, and using information from various sources
- Seeking alternative, and contrary, perspectives
- Evaluating the reliability of information from video, audio, and printed sources, including advertising, the media, and the Internet

## M. Personal Habits and Attitudes

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- Accepting responsibility for personal decisions and actions
- Empathy for others and recognition of differences among people and cultures
- Self-confidence with a willingness to risk by mistakes in order to learn
- Working cooperatively with others, including listening, sharing opinions, negotiating, compromising, and taking a stand
- Courtesy, good manners, and respect
- Honesty and fairness
- Making and keeping commitments
- Seeking a fair share of the workload
- Seeking and utilizing various personal adaptive techniques for handling frustration, setbacks, or other barriers to reaching goals
- Learning and utilizing authentic communications methods and engagement with others to contribute to a positive learning community.
- Self-advocacy for learning and understanding needs
- Goal setting and ability to pivot and reframe.
- Utilizing the Growth Mindset: seeing failure as a ‘First Attempt in Learning’

## N. Skill Conferred

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YES CHARTER ACADEMY curriculum is integrated and interdisciplinary by design. Academic subjects are presented to students throughout all daily activities embracing many perspectives. Student command an appropriate age- or grade-level mastery of:

### 1. Primary Academic Skills

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#### *a. English and Language Arts*

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Students are strong, comprehensive readers. They develop strong speaking and debating skills. Grammar, writing, and vocabulary enrichment is demonstrated in many forms of expression, including descriptive language reports.

In the high school expansion, we’ve chosen to embed a CTE pathway, Entrepreneurship & Small Business Ownership, meeting both the requirements of grade-level ELA but from a PBL lens of the business world and relevant content associated with the world of business. Courses adopted are also UC admission- aligned, and meet the ‘b’ requirements of the ‘a-g’ graduation requirement. **(Appendix 18)**

#### *b. Mathematics*

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Students develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within arithmetic, algebra, and geometry. They practice critical thinking, problem solving, and knowledge application skills.

The high school will also continue to offer courses in a blended format, looking at a mix of Imagine Learning California Courses and specifically Illustrative Mathematics, “The IM 9-12 Math curriculum is our teacher-tested, standards-aligned curriculum, designed with high school learners in mind. The curriculum nurtures a comprehensive proficiency with functions, algebra, geometry, modeling, and statistics, and it encourages problem-solving skills students need to make use of mathematics in their future education and careers,” combined with teacher-led small learning center instruction. **(see Appendix 18)** The Charter School has implemented a Math Placement Policy consistent with Education Code Section 51224.7 to ensure students are appropriately placed in math courses.

The senior year math course for all students, will be the **Mathematics of Financial Analysis**, supporting skills necessary for our students to be successful consumers. *“Mathematics of Financial Analysis is a mathematical modeling course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Geometry, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. It is that is applications-oriented and technology-dependent. The course provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.”* **(Appendix 18)**

### c. Science

Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlining various branches of science which may include physical and earth science, botany, zoology, physics, chemistry, environmental science, and agricultural sustainability. **(Appendix 1A, 1B, 1C & 18)**

### d. Health and Family & Community Life Education

Students demonstrate development of the whole person — physically, emotionally, and intellectually. By applying physical activities, nutrition awareness, safety, and self-exploration practices to their daily routines, students learn to balance and manage work, leisure, family, and community.

YES is responding to Social Emotional Learning (SEL) needs in several ways. Unmet SEL needs can hinder academic achievement. All YES staff members are trained in the Nurtured Heart Approach at the beginning of each school year by a certified NHA trainer, and receive follow up training throughout the school year. YES has a Positive Behavior Intervention and supports (PBIS) program that is ongoing.

The school acronym is SPARRK, Stewards of the environment, Positive team player, Academic master, Responsible citizen, Resourceful and Kind. Hallmarks of our PBIS program are SPARRK posters in classrooms and public places, instruction in these character traits, positive reinforcement with SPARRK certificates, weekly drawings of SPARRK certificates, and tiered intervention for students who need behavior supports.



YES has created a position of SEL Coordinator. The SEL Coordinator is piloting a mentoring program for YES students that involves older students mentoring younger students. (see Appendix 10 & 11)

### *e. History, Geography, and Social Studies*

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Students demonstrate and apply an understanding of historical, geographical, and cultural knowledge in order to serve as global citizens in today's world. Students have hands on and anchored course content that is engaging and developmentally appropriate as outlined by the CA standards.

## 2. Secondary Academic Skills

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Appropriate age- or grade-level mastery of the following

### *a) Artistic Expression*

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Students apply and appreciate the many forms of artistic expression. Utilizing paints, sculpting materials, and drama. Digital media, video production and high technology artistic outlets are embedded throughout common core courses as well as electives. Our 9-12<sup>th</sup> grade art offerings will be an even deeper dive to the career pathway of Digital Media.

### *b) Conflict Resolution*

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Conflict Resolution techniques are learned and practiced effectively in the classroom by engaging in the process of responsible, compassionate peer relations, guided by respect.

The community member skills mastered in the classroom are expanded into a sense of belonging within the YES CHARTER ACADEMY, as a whole, through inter-awareness and understanding of the school's and students' place in the community. The social and emotional toolkits students are outfitted with, and our community language pedagogy utilizing the Growth Mindset assist in students being able to resolve conflicts and concerns with each other or engaging an adult to help facilitate or mediate.

## 3. Life-Long Learning Skills

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Students develop skills that enable and empower them to pursue their own path of learning throughout their adult lives. Our high school and middle school programs embed skill foci that allow us to build and prepare students for success in their CTE pathways, internships and work experiences and passions. Serving the whole-child, utilization of self-reflection and engaging students in their own mastery of learning through throughout the ILP process, all help build our successful graduates.

### *a) Self-confidence and a Positive Attitude towards Learning*

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In the lower grades tasks are designed so that each step of learning is based upon what the child has already mastered, thus removing the negative experience of frequent failure. Repeated work with tasks, which are developmentally appropriate, and a carefully planned series of successes, builds inner confidence in the child emulating a positive attitude towards future learning. As we have evolved, we've continued to build the growth mindset in students, and will continue as a staff to grow in our own growth mindset pedagogy and modeling for students of all ages.

### *b) Abiding Curiosity*

YES CHARTER ACADEMY is dedicated to providing the student with opportunities to discover qualities, dimensions, and relationships among a rich variety of learning situations, curiosity is stimulated and an essential element in creative learning is established. A deep, persistent, and abiding curiosity is a prerequisite for future learning and education. Exposure to nature, industry, college, and culture are at the root of our off and on campus experiences. With our new electric vehicles, students of all ages will have more access to fieldwork that will inspire their curiosity.

### *c) Initiative and Persistence*

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By surrounding the student with developmentally appropriate materials and activities, he/she becomes accustomed to engaging in activities on his/her own. This results in a habit of initiative – an essential quality in leadership. Students feel a sense of accomplishment after completing a task. This completion expectation results in a habit of persistence.

### *d) Reflection and Evaluation*

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Multi-age classrooms are designed to facilitate peer learning and self- reflection in an environment where observation happens naturally. The emotional security and psychological safety thus created allows for evaluation of self and peer learning.

#### 4. Social / Interpersonal Skills

The multi-age groupings create a sense of community within the classroom. This community develops avenues for students to build. Our graduation profile and embedded character education allows for students to gain necessary developmentally appropriate social skills. Since returning to in-person classes, additional time and focus has been given to rebuilding these skills in our learning community.

##### *a) Citizenship*

This community setting forms a sense of belonging. From this belonging students can identify personal responsibility for the full functioning of the group. Students in our lower school programs will engage in service learning in core and environmental science programs while our high school will boast a service learning CTE club as well as internships paid and unpaid for our 11<sup>th</sup> and 12<sup>th</sup> graders. Our leadership program will represent all ages, and expanding to a high school will give extensive engagement with younger and older students and building a learning community unique and rigorous as well as supportive and deeply rooted in a character based program.

Attendance at local government meetings, educational showcases both in person and digital, and at the high school level, thinking and innovative locally with global applications will be seeded using the United Nations Sustainability Goals as centers of the design thinking and PBL model content our program will integrate.

##### *b) Collaboration*

The ability to work effectively with others in intellectual endeavors, and to work cooperatively in groups encountering diverse perspectives, is addressed in the YES CHARTER ACADEMY classroom by means of team projects.

The strong community member skills mastered in the classroom are expanded into a sense of belonging within the YES CHARTER ACADEMY, as a whole, through inter-classroom collaborative projects. Other community service projects such as the South Yuba River Citizens League (SYRCL) Waterways Clean Up teach awareness and understanding of the school's and student's place in the community. Applying this awareness and these skills develop productive citizens of today's socially interactive world.



## O. Special Student Populations

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### 1. Plan for Academically Low-Achieving Students

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If a student is academically low-achieving, the teacher works with the student and their parents in analyzing their individual learning plan. All students are first evaluated using in class assessments from the teacher such as spelling tests, quick write assessments, math and reading placement tests, and the i-Ready assessments and CAASPP. These tests and assessments provide the teacher, student, and parent with a detailed and comprehensive view of how the student is performing in standards based academic content.

YES teachers, in collaboration with the Learning Center Director, create an Individual Learning Plan (ILP) for each student. Each ILP has one reading and one math goal that is based upon assessment and teacher observation. ILPs are used to set achievement goals in reading and math. They are created at the beginning of each school year and updated at the end of each trimester. ILPs drive differentiated instruction in the classroom.

Additionally, teachers observe and annotate any behavioral concerns and document interventions attempted through the use of the YES CHARTER ACADEMY Behavioral Notice Intervention Chart. If a student is observed as not achieving expected academic and/or behavioral standards, the teacher designs individual learning goals as part of the ILP with parent and student input. Teachers adjust assignments to allow for more practice, pre-teaching, and participation in small intervention groups, peer tutoring, mentor tutoring, and computer based practice to address the student's needs. Ongoing assessments indicate the success of these strategies and the strategies are adjusted as needed to increase student performance.

YES CHARTER ACADEMY has high expectations for *all* students. YES CHARTER ACADEMY is committed to working both with students who are not meeting outcomes to help them achieve at expected levels and with those who are performing above grade level and needing additional challenge. The individual learning plan is utilized as a first step in identifying these students. YES CHARTER ACADEMY identifies students who are academically low- or high achieving, or those students otherwise having behavior/social issues, and utilize a Student Success Team process

### 2. Student Success Team

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A Student Success Team (SST) includes the parent, the student (when appropriate), the teacher, and other school personnel or interested persons, and uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for School accountability; and serves to assist and counsel the teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues.



Anyone who has a concern for a student can refer that student to a SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to teachers, parents, counselors, doctors, administrators, social workers, probation officers, and other law enforcement officials.

The following is a ten-step process for guiding an SST:

1. Team members introduce themselves and their roles.
2. The purpose and process of the meeting are stated.
3. The strengths and challenges facing the student are identified.
4. The concerns are discussed clarified, and listed.
5. The concerns are synthesized; one or two are chosen for focus.
6. Modification and accommodations to the student’s educational plan and to classroom activities and instruction are discussed.
7. Modifications and accommodations are finalized.
8. Persons responsible for implementing modifications and accommodations are identified.
9. All of the above is included in the SST Plan.
10. A follow-up date is set.

After implementation of a SST plan and follow-up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

### 3. Plan for Academically High-Achieving Students

All students are first evaluated using in-class assessments from the teacher such as spelling tests, quick write assessments, math and reading placement tests, and the i-Ready assessments. Previous CAASPP scores are considered. These tests and assessments provide the teacher, student, and parent with a detailed and comprehensive view of how the student is performing in standards based academic content. Additionally, teachers observe and annotate any behavioral concerns and document interventions attempted through the use of the YES CHARTER ACADEMY Behavioral Notice Intervention Chart.

If a student is observed as achieving higher than expected academic standards, the teacher designs individual learning goals to advance their academic progress as part of the ILP with parent and student input. Parents are given a list of strategies and activities to practice at home to support the student’s learning and the teacher adjusts assignments to allow for advanced projects, peer coaching, and participation in advanced small groups, peer tutoring, mentor tutoring, and computer based practice to address the student’s needs. Ongoing assessments indicate the success of these strategies and the strategies are adjusted as needed to increase student performance.

Students who are academically high-achieving are served by increasing the level of course work



required by the individual learning plan. Students who are academically high achieving may take part in advanced projects, such as designing science experiments and researching areas of student interest pertaining to the units being studied. Students are allowed to participate in coursework with classes of upper grade levels as appropriate, such as moving into the Algebra class for an advanced math student for the math portion of their day. Students participate in a self-paced math and science course through the Khan Academy online instructional program. If it is not appropriate to participate in an upper grade class for a portion of the day, the student may participate in a small group advanced course within the grade level classroom or receive individualized tutoring or mentoring in advanced course work.

As we add the high school program, differentiated learning, opportunities for college credits and honors courses, engaging after school clubs and programs, as well as paid and unpaid internships and leadership opportunities during the school day and after will be available for our high achieving students based on their independent learning plan and student driven interests.

#### 4. Plan for English Learners

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The Charter School meets all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School implements policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

YES CHARTER ACADEMY serves a higher percentage of low-income students and Special Education students than the school district in which we are located. In 2021 the YES percentage of students qualified for free and reduced lunch was 76%, while the percentage of students at Marysville Joint Unified School district (MJUSD) qualified for free and reduced lunch was 70%. In the same time period, YES CHARTER ACADEMY had a special education enrollment of 14% while MJUSD had a special education enrollment of 13%.

In the 2020-21 CAASPP comparison of YES CHARTER ACADEMY to the closest MJUSD elementary schools, Dobbins and Loma Rica, and the closest middle schools, Foothill and Yuba Feather, YES students perform similarly. YES serves a similar low-income population as Dobbins, while Loma Rica, Foothill, and Yuba Feather serve fewer low-income students than YES CHARTER ACADEMY. STAR data shows room for improvement. YES CHARTER ACADEMY plans to use i-Ready assessments as part of multiple measures to assess student achievement.

##### **Home Language Survey**

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School

##### **ELPAC Testing**



All students who indicate that their home language is other than English are English Language Proficiency Assessments for California (ELPAC) tested within thirty days of initial enrollment in California public schools and at least annually thereafter until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Every Child Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Language Learner Instruction and Intervention**

The YES CHARTER ACADEMY curriculum offers multiple supports for English Language Learner students. English Language Learners benefit from the use of integrated and designated ELD instructional methods and second language instruction. YES CHARTER ACADEMY makes provisions within classrooms to bring all English Language Learners up to the level necessary for their sustained achievement. CLAD credentialed teachers supports our ELL Program.

There is a diversity of materials and concrete lessons to provide many opportunities for support strategies and leveled materials. YES CHARTER ACADEMY honors individual learning needs and creates an environment of acceptance of diverse learners. YES CHARTER ACADEMY teachers encourage peer tutoring and cooperative learning, which are recommended strategies for ELL students.

If the ELPAC scores are 4 or 5, the child is mainstreamed into classes at YES CHARTER ACADEMY with



a language mentor available to him/her. If the ELPAC score is lower than 4, a student is placed into an English immersion program and, depending on age, a bi-literacy program in order to gain fluency in L1 while learning L2 simultaneously. Both ELD and SDAIE options for learning are considered for these students.

YES CHARTER ACADEMY's low student-teacher ratio allows for more focused instruction for EL students and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping.

### **ELD Instruction: Integrated and Designated ELD**

YES follows a comprehensive approach to ELD as outlined in the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* which states: "English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD. (p. 119)"

#### **Integrated ELD**

Integrated ELD will occur throughout the day and across all content areas. Teachers will use the CA ELD standards "in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs to learn rich content and develop advanced levels of English" (Framework Ch 2 P 90).

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

#### **Designated ELD**

Designated ELD will occur daily as "a protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English" (Framework Ch 2 P 91).

Designated ELD instruction is delivered in the homeroom in grades TK-5 and in English classrooms in grades 6 and above at YES. The teacher schedules a daily block of time to work with small groups by proficiency level. Non-ELs engage in independent stations and small group work within the class.

The 10 Essential Features of Designated ELD Instruction Followed by YES:

1. Intellectual Quality
2. Academic English Focus



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3. Extended Language Interaction: during designated ELD, there is a strong emphasis on oral language development. Ample opportunities for students to communicate in meaningful ways using English is central. As students progress along the ELD continuum, these activities also increase in sophistication.
4. Focus on Meaning
5. Focus on Forms
6. Planned and Sequenced Lesson Events
7. Scaffolding: Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. Clear Lesson Objectives: Lessons are designed using the CA ELD Standards, as the primary standards are grounded in the appropriate content standards.
9. Corrective Feedback: Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

### Support for ELD Implementation

YES will use the resources from the California Department of Education (CDE) to support implementation of ELD, including for professional development and as lesson planning tools.

The CDE continues to develop and collect resources critical to implementing the California content standards and increasing student achievement, and make them available on their website. This collection of select resources connects the content in the ELA/ELD Framework with resources from the CDE, in addition to other reputable sources that address support for English learners and the five key organizing themes of the standards meant to influence instruction: meaning making, language development, effective expression, content knowledge, and foundational skills. The intent of this collection is to provide educators timely resources they can use to expand the scope of the guidance in the ELA/ELD Framework and to inform professional development and instructional decisions at all schools and districts. All resources included on their website have been reviewed by CDE staff to ensure, to the extent possible, that they were created or recommended by a reputable source; have been used in classrooms, schools, or districts; demonstrate evidence of positive impact or evidence of usefulness for an intended audience (e.g., students, teachers, administrators, schools, districts); are timely, given current educational priorities and policy developments; reference research; and are aligned to current standards.

YES will use resources available through the CDE to support Designated and Integrated ELD instruction. These resources include but are not limited to resources by grade level, implementation and support videos, making meaning with complex texts, and comprehension strategies, and include the following:

Resources for teaching ELD standards, professional learning content, and other resources, including the Integrated and Designated ELD Video Series, are available on the CDE English Language Development Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

The ELA/ELD Framework is available on the CDE All Curriculum Frameworks web page at



<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

Information regarding ELA/ELD instructional materials is located on the CDE 2015 ELA/ELD Adoption web page at <https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp>.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELLs in the Charter School includes:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

## 5. Plan for Students with Disabilities

### *a) Overview*

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

The Charter School is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School are accessible for all students with disabilities.

### *b) Services for Students under the IDEIA*

YES CHARTER ACADEMY has a relationship with Yuba County Office of Education (YCOE) in regards to Special Education as described below.

#### *i. Special Education*

##### **Definition**

1. The Charter School is categorized as a public school within the YCOE in conformity with



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Education Code section 47641, subdivision (b) for purposes of Special Education, and has entered into a “pass-through” agreement YCOE, where YCOE passes through YES’s special education allocation, and the Charter School provides or provides for Special Education services.

2. It is understood that all children have access to the Charter School and no student is denied admission due to a disability.

### Compliance

1. The Charter School complies with all applicable federal, state and local laws.
2. The Charter School obtains from the Yuba County SELPA the Policies, Procedures and Forms regarding Special Education. At least annually, and as further required by YCOE, the Charter School reviews pertinent information with pertinent Charter School staff at a staff meeting. The YCOE may request additional information and review staff meetings as it deems necessary. The Charter School collaborates with YCOE and SELPA representatives as needed and may request their attendance at the staff meeting. YCOE representatives may attend the information review staff meeting even if the Charter School does not request YCOE attendance. The Charter School, however, is solely responsible for the preparation of materials and for conducting the information review meeting.
3. The Charter School complies with Yuba County SELPA Policies, Procedures and other requirements including correct documentation on all IEP forms and adherence to procedures for submission of CASEMIS data.
4. The Charter School utilizes Yuba County SELPA Forms.
5. The Charter School obtains from the YCOE, the YCOE Superintendent Policies and Administrative Regulations relating to Special Education. At least annually, and as further required by YCOE, the Charter School is responsible for reviewing pertinent information with pertinent Charter School staff at a staff meeting. The Charter School collaborates with YCOE representatives as needed and may request their attendance at the staff meeting. YCOE representatives may attend the information review staff meeting even if the Charter School does not request YCOE attendance. The Charter School, however, is solely responsible for the preparation of materials and for conducting the information review meeting.
6. The Charter School adheres to all applicable YCOE Superintendent Policies and Administrative Regulations relating to Special Education.
7. The Charter School provides the YCOE Assistant Superintendent of Special Education copies of sign-in sheets from staff meetings where Yuba County SELPA and Superintendent Policies, Administrative Regulations and forms are reviewed.



### **Student Study Team Process**

The Charter School implements a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Special Education services. The Charter School agrees that the SST and any interventions prior to referrals for Special Education services are the sole responsibility of the Charter School. A copy of all referrals are forwarded to YCOE within a reasonable time. The Charter School maintains ongoing consultation with YCOE's representative regarding referrals, placements, and potential eligibility for special education services.

### **Assessments**

YES Charter Academy Staff determine what assessments, if any, are appropriate and develop a proposed assessment plan within the applicable timelines for any assessment of referred students, annual or triennial assessments. YES conducts such assessments in accordance with applicable procedures and protocols and within the applicable timelines.

### **Responsibility for Special Education Services**

1. The Charter School assumes responsibility for selecting and hiring its own Special Education teachers and paraprofessionals, and assumes all costs related to the hiring, supervision and employment of Special Education teachers and paraprofessionals. The YCOE agrees to provide support and resources to staff related to best practices and classroom strategies.
2. The Charter School assumes responsibility for hiring and/or contracting appropriate Special Education support staff and assumes all costs related to those positions. The YCOE assists with determination of support staff needs and contractor options.
3. Special Education teachers and paraprofessionals hired by the Charter School is treated as employees of the Charter School, not the YCOE.

### **Related Services**

The Charter School arranges to provide designated related services based on identified student needs in accordance with students' IEPs. The Charter School may arrange contracts for services including contracts with YCOE staff if available.

These services include:

1. Speech and language services for students with qualifying IEPs.
2. Occupational Therapy services for students with qualifying IEPs.
3. Special education assessments, including psycho-educational completed by a school psychologist, academic, speech and language, and occupational therapy, for students referred through appropriate procedures.
4. Adaptive Physical Education services.



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Transportation - The Charter School is responsible for any and all transportation costs associated with students enrolled in Special Education services at the Charter School. The Charter School pays for such costs directly.

### **Exceptional Cost Services**

1. Any Special Education services provided by the YCOE to the Charter School in addition to the basic services described above are considered Exceptional Cost Services. The Charter School incurs any of the costs associated with the Exceptional Cost Services. For students with a low incidence disability, materials and equipment may be requested through the SELPA low incidence process.
2. Exceptional Cost Services include, by way of illustration and not limitation, the following:
  - Services listed in Education Code section 56363;
  - Placement in service specific classes, i.e., moderate-severe SDC, counseling enriched special day classes(CEC) as well as non-public school (NPS) and residential placements;
  - Special Circumstance paraprofessionals;
  - Behavior Specialists;
  - Vision Specialist services;
  - Orientation and Mobility training;
  - Services for the Deaf/Hard of Hearing;
  - Low Incidence or specialized equipment purchases; and
  - Assistive Technology Assessment/evaluation.
3. Prior to providing Exceptional Cost Services, the YCOE and the Charter School collaborates to determine specific student service needs.
  - Exceptional Cost Services to be provided and the additional costs incurred by providing those services are the responsibility of the Charter School.

### **Identification and Referral**

1. The Charter School has the responsibility to work cooperatively with the YCOE in following procedures to identify and refer students who have, or may have, exceptional needs that qualify them to receive Special Education services in accordance with YCOE and SELPA policy.
2. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other Special Education information on any student enrolling in their program.
3. The Charter School includes a notice at the beginning of each school year and at the semester in a publication to parents of the Charter School students notifying them of the YCOE's responsibility to search and serve students who need or are believed to need special education services. A Charter School representative is named, including contact information, and is the contact person for parents of charter school students inquiring about



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special education evaluation, eligibility, and/or services. Each semester, the Charter School notifies YCOE's representative of all regular education students that either required interventions beyond the Charter School's regular programming or were placed on modified curriculum at the Charter School.

### **IEP Meetings**

1. The Charter School arranges necessary IEP meetings in accordance with YCOE and SELPA Policies and Administrative Regulations and applicable law. The Charter School is responsible for having a designated Charter School administrator, Special Education teacher, and Charter School general education teacher(s) who are knowledgeable about the student's regular education program at the Charter School in attendance at all IEP meetings.
2. The Charter School is responsible for providing all IEPs to the YCOE in a timely manner for the purpose of pupil count tracking through CASEMIS. The YCOE agrees to provide CASEMIS support to the Charter School. The Charter School staff participate in training for completion of IEPs electronically (SELPA Manager/SEIS).

### **IEP Team**

1. The Charter School establishes an IEP team. Team membership is in compliance with any applicable federal, state and local law and includes the designated representative of the Charter School (or designee) and the designated representative of the YCOE as needed.
2. Decisions regarding eligibility, goals/objectives, program, placement, and exit from Special Education is the decision of the IEP team.
3. Special Education services and placements are provided to all eligible Charter School students in accordance with Policies, Administrative Regulations and requirements of YCOE, Yuba County SELPA, and state and federal law.
4. The Charter School ensures each student's IEP is made available to, understood and fully implemented by staff who work with the student, including, where applicable, all accommodations, modifications, supports for instruction, goals and objectives, data collection and progress reporting.

### **Restrictions on Designation of Disability**

The Charter School acknowledges that under the IDEIA, a child is not determined to be a child with a disability eligible for Special Education if the determinant factor for such determination is:

1. Lack of appropriate instruction in reading, including in the essential components of reading instruction as referenced in the IDEIA;



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2. Lack of instruction in math; or
3. Limited English proficiency. (20 U.S.C., § 1414, subd.(b)(5)(A-C).)

### **Students with Current IEP**

1. For students who enroll in the Charter School with a current IEP, the Charter School completes an interim placement form and conducts a follow-up IEP meeting in accordance with applicable law.
2. The Charter School requests YCOE review of new students with IEPs prior to their enrollment in the Charter School.

### **Complaints**

1. The Charter School addresses, investigates, and responds to informal complaints in a timely manner.
2. Upon receipt of a Uniform Complaint, the Charter School consults with the YCOE in order to address/respond to/investigate all complaints received under the Uniform Complaint Procedure involving Special Education.

### **Due Process Hearings**

1. The Charter School may initiate a due process hearing on behalf of a student enrolled in the Charter School if legally necessary to meet responsibilities under state and federal law.
2. The YCOE may, but has no obligation to assist the Charter School to prepare, file and prosecute the case.
3. Costs of legal representation are borne by YES.
4. The Charter School cooperates in the pursuit or defense of due process hearings as needed.

### **Actions Filed Against the Charter School and/or YCOE**

1. The Charter School prepares and defends any case filed against the Charter School and/or YCOE regarding Special Education eligibility, placement or services provided to a student by the Charter School.
2. In the event that the YCOE determines that representation from legal counsel is needed, the YCOE and Charter School are jointly represented by the YCOE's legal counsel unless there is a conflict of interest, or the parties agree otherwise. Costs of legal representation are borne by YES.



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3. Charter School staff and administrators cooperate in the defense as needed.
4. The Agreement between YCOE and YES details the parties' liability.

### **SELPA**

1. The YES represents itself at all Yuba County SELPA meetings.
2. Reports to the Charter School regarding Yuba County SELPA decisions, policies and other relevant information is communicated to the Charter School directly.
3. To the extent that the YCOE and/or Yuba County SELPA provide training opportunities and/or information regarding Special Education to site staff, such opportunities/information are made available to Charter School staff.
4. To the extent that YCOE site staff has the opportunity to participate in committee meetings of the Yuba County SELPA as representatives of their school, such opportunities are made available to Charter School staff.

### **Special Education Apportionment Directly to the Charter School**

1. The parties agree that, pursuant to the division of responsibilities set forth in their agreement, the Charter School has elected the status of a public school in the county for the purposes of Special Education services and funding ,and the Charter School has the responsibility of arranging services.
2. All funds apportioned to the Charter School through Yuba County SELPA are passed through to the Charter School by YCOE, according to the SELPA Allocation Plan for the purpose of supporting Special Education costs.
3. The Charter School provides the YCOE with ten percent (10%) of the Special Education apportionment for support and services outlined in their Agreement.



4. The Charter School recognizes the SELPA Special Education allocation does not cover all Special Education expenses and agrees to cover the excess costs through general education allocations.

#### **Correspondence Regarding Special Education**

Within 24 hours of the time any correspondence related in any way to Special Education service issues or parental concerns is sent or received by the Charter School, the Charter School provides the YCOE Assistant Superintendent of Special Education copies of such correspondence.

#### **Special Education Services Based on IEP**

Special Education services are offered at the Charter School or elsewhere in the YCOE or Yuba County SELPA based upon each student's IEP.

#### **Training**

The Charter School administrative staff attends appropriate administrative trainings and appropriate Charter School staff attends YCOE Special Education training sessions.

#### **Section 504 of the Rehabilitation Act of 1973**

1. The Charter School is solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973(Section 504). The Charter School recognizes its sole legal responsibility to ensure that no qualified person with a disability is, on the basis of the disability, excluded from participation, denied the benefits of, or otherwise subjected to, discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the Charter School.
2. The Charter School adopts a Section 504 policy, procedure and forms.
3. Once each year, the Charter School designates a Charter School employee responsible for Section 504 compliance and notifies the YCOE Assistant Superintendent of Special Education in writing of the responsible individual.

#### **P. Section 504 / Americans With Disabilities Act**

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YES CHARTER ACADEMY recognizes its legal responsibility to ensure no qualified person with a disability is, on the basis of disability, excluded from participation, denied the benefits of, or otherwise subjected to discrimination under any program of YES CHARTER ACADEMY. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by YES CHARTER ACADEMY.



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A 504 team is assembled by the YES CHARTER ACADEMY Principal/Superintendent or designee and includes qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team considers the following information in its evaluation:

- Tests and other evaluation materials are validated for the specific purpose for which they are used and administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests selected and administered accurately reflect the student's aptitude or achievement level for the factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student is or is not identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team makes a referral for special education assessment.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations are needed to ensure the student receives a *free and appropriate public education* (FAPE). In developing the 504 Plan, the 504 team considers all relevant information available during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the YES CHARTER ACADEMY staff. The parent or guardian is invited to participate in 504 team meetings where program modifications for the student are determined and given an opportunity to examine in advance all relevant records.

The 504 Plan describes the Section 504 disability and any program modification necessary. In considering the 504 Plan, a student with a disability requiring program modification is placed in the regular program of YES CHARTER ACADEMY along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 Plan for each student. The YES CHARTER ACADEMY Principal/Superintendent or their designee ensure teachers include 504 Plans with lesson plans for short-term substitutes and the teacher reviews the 504 Plan with a long-term substitute.



A copy of the 504 Plan is maintained in the student’s file. Students’ 504 Plans are reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or readiness to discontinue the 504 Plan.

**Professional Development**

YES Charter Academy professional development requirements for teachers, specialists, and classified staff will be essential to meeting the goals for the school, students, staff and families. Teachers will be expected to be innovative in their daily interaction with their students including curriculum analysis and data analysis, program implementation, and instructional strategies. Teachers will regularly analyze curriculum and student learning through the lens of the students and parents. Through these data sources, the YES Charter Academy team will develop a plan for addressing the greatest identified needs. This will be an ongoing continuous improvement process.

A key function of teacher collaboration will be to dissect best practices with the curriculum, engage in and attend professional development, collect data, analyze student achievement, and to provide opportunities for other teachers at YES Charter Academy. We know that our curriculum and project- based learning collaboration will accelerate student learning. Our staff realizes that every student will be different, so the programs used are adjusted to ensure academic growth for every student. This team will collaborate with the school leadership ensuring the usage of the appropriate professional development and collaboration tools from the educational partners. Key elements of whole-staff development include analysis of student achievement by using different disaggregated data sets, differentiated instruction strategies particularly focusing on strategies such as curriculum mapping and Backward Design to gather feedback and ideas for classroom instruction.

YES Charter Academy will adopt a reflective model of professional learning wherein teachers will be encouraged to share ideas, discuss successes and areas growth, and then refine their instruction based upon reflection and analysis. Informal and formal classroom observation with teaching peers and administration will be a key method for growth.

Professional development opportunities will include:

Year	Provider	Projected Area of Focus	Estimated Hours
2024-25	Sutter Yuba Behavioral Health Prevention and Early Intervention YES Admin	<b>NHA Core Methodology &amp; Implementation</b> “The 3 Stands™ of the Nurtured Heart Approach®” Stand 1 Absolutely No! I refuse to energize negativity. Stand 2 Absolutely Yes! I will super-energize experiences of success. Stand 3 Absolutely Clear! I will set clear limits and provide clear, un- energized consequences. Nurtured Heart Approach language using frame sentences.	3 Initial Instruction 3 Follow Up Review 6 total
2025-26	Sutter Yuba Behavioral Health Prevention	<b>NHA Core Methodology &amp; Implementation</b> “The 3 Stands™ of the Nurtured Heart Approach®” Stand 1 Absolutely No! I refuse to energize negativity.	3 Initial Instruction 3 Follow Up Review



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	and Early Intervention YES Admin	Stand 2 Absolutely Yes! I will super-energize experiences of success. Stand 3 Absolutely Clear! I will set clear limits and provide clear, un- energized consequences. Nurtured Heart Approach language using frame sentences.	6 total
2026-27	Sutter Yuba Behavioral Health Prevention and Early Intervention YES Admin	<b>NHA Core Methodology &amp; Implementation</b> “The 3 Stands™ of the Nurtured Heart Approach®” Stand 1 Absolutely No! I refuse to energize negativity. Stand 2 Absolutely Yes! I will super-energize experiences of success. Stand 3 Absolutely Clear! I will set clear limits and provide clear, un- energized consequences. Nurtured Heart Approach language using frame sentences.	3 Initial Instruction 3 Follow Up Review 6 total
2024-25	YES Admin	<b>Positive Behavior Intervention &amp; Supports (PBIS)</b> <ul style="list-style-type: none"> <li>• Initial Instruction</li> <li>• Identification of students</li> <li>• Tiered Intervention</li> <li>• Use of online resources</li> </ul>	1 Initial Instruction 1 Review 2 Support 4 Total
2025-26	YES Admin	<b>Positive Behavior Intervention &amp; Supports (PBIS)</b> <ul style="list-style-type: none"> <li>• Initial Instruction</li> <li>• Identification of students</li> <li>• Tiered Intervention</li> <li>• Use of online resources</li> </ul>	1 Initial Instruction 1 Review 2 Support 4 Total
2026-27	YES Admin	<b>Positive Behavior Intervention &amp; Supports (PBIS)</b> <ul style="list-style-type: none"> <li>• Initial Instruction</li> <li>• Identification of students</li> <li>• Tiered Intervention</li> <li>• Use of online resources</li> </ul>	1 Initial Instruction 1 Review 2 Support 4 Total
2024-25	Instruction Partners	<b>Illustrative Math (IM) Implementation Support</b> <ul style="list-style-type: none"> <li>• Context and relationship-building meetings to build a shared understanding or our work together</li> <li>• Instructional walkthroughs</li> <li>• Teacher focus groups</li> <li>• Professional learning system diagnostic</li> <li>• Debrief report</li> <li>• Action planning based upon identified needs</li> </ul>	3 on-site days 2 virtual planning sessions 20 virtual support hours Total 3 days + 22 hours
2025-26	Instruction Partners	<b>Illustrative Math (IM) Implementation Support</b> <ul style="list-style-type: none"> <li>• Context and relationship-building meetings to continue a shared understanding or our work together</li> <li>• Instructional walkthroughs</li> <li>• Teacher focus groups</li> <li>• Professional learning system diagnostic</li> <li>• Debrief report</li> <li>• Action planning based upon identified needs</li> </ul>	3 on-site days 2 virtual planning sessions 20 virtual support hours Total 3 days +



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			22 hours
2026-27	Instruction Partners	<b>Illustrative Math (IM) Implementation Support</b> <ul style="list-style-type: none"> <li>Context and relationship-building meetings to refine our work together</li> <li>Instructional walkthroughs</li> <li>Teacher focus groups</li> <li>Professional learning system diagnostic</li> <li>Debrief report</li> <li>Action planning based upon identified needs</li> </ul>	3 on-site days 2 virtual planning sessions 20 virtual support hours Total 3 days + 22 hours
2024-25	Collaborative Ed Advisors	<b>Step Up To Writing</b> <ul style="list-style-type: none"> <li>Foundational Writing Skills, Prewriting</li> <li>SU2W Frameworks and Colors &amp; Rubrics</li> <li>Expository/Research and reports</li> <li>Vocabulary Acquisitions</li> <li>Best Practices</li> <li>Calibration of work samples site wide / Grade Level Band</li> <li>Writing for assessments</li> </ul>	6 hours Teacher Synchronous/Asynchronous PD.  As Needed Email support As needed 1:1 support
2025-26	Collaborative Ed Advisors	<b>Step Up To Writing</b> <ul style="list-style-type: none"> <li>Foundation Writing Skills, Prewriting</li> <li>Writing to improve reading comprehension</li> <li>SU2W Frameworks and Colors &amp; Rubrics</li> <li>Expository/Research and reports</li> <li>Speaking and listening</li> <li>Vocabulary Acquisition and use</li> <li>Informative/ explanatory writing</li> <li>Opinion /argument writing</li> <li>Best Practices</li> <li>Calibration of work samples site wide / Grade Level Band</li> <li>Writing for assessments</li> </ul>	6 hours Teacher Synchronous/Asynchronous PD.  As Needed Email support As needed 1:1 support
2026-27	Collaborative Ed Advisors	<b>Step Up To Writing</b> <ul style="list-style-type: none"> <li>Foundation Writing Skills, Prewriting</li> <li>Writing to improve reading comprehension</li> <li>SU2W Frameworks and Colors &amp; Rubrics</li> <li>Expository/Research and reports</li> <li>Speaking and listening</li> <li>Vocabulary Acquisition and use</li> <li>Informative/ explanatory writing</li> <li>Opinion /argument writing</li> <li>Narrative</li> <li>Best Practices</li> <li>Calibration of work samples site wide / Grade Level Band</li> <li>Integration as a school-wide norm across content areas</li> </ul>	6 hours Teacher Synchronous/Asynchronous PD.  As Needed Email support As needed 1:1 support



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		<ul style="list-style-type: none"> <li>● Writing for assessments</li> </ul>	
2024-25	Collaborative Ed Advisors	<p><b>6-12 Career Technical Support</b></p> <ul style="list-style-type: none"> <li>● High Quality CTE Pathway Requirements &amp; Standards annual self-evaluation</li> <li>● CA CTEIG, K12SWP, Perkins fidelity and funding applications</li> <li>● CTE Advisory</li> <li>● Articulation and Dual enrollment support &amp; training</li> <li>● A-G UC Portal Course Management support &amp; training</li> <li>● WBL/ PBL and industry certification support</li> <li>● CTE Course pacing, instruction, Work Based Learning and ePortfolio Artifacts</li> <li>○ (AGR) Forestry &amp; Natural Resources</li> <li>■ Y1 Intro 9th: Biology &amp; California Natural Resources ‘d’</li> <li>■ Y1 Concentrator 10th: Forestry &amp; Natural Resources ‘d’</li> <li>○ (MKT) Entrepreneurship &amp; Small Business Ownership</li> <li>■ Y1 Intro 9th: Reading, Writing &amp; Research in Social Entrepreneurship ‘b’</li> <li>■ Y1 Concentrator 10th: Commerce, Entrepreneurship &amp; English ‘b’</li> <li>○ (AME) Design, Visual and Media Arts</li> <li>■ Y1 Concentrator 10th: Design Visual and Media Arts 1 ‘f’</li> </ul>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed1:1 support</p>
2025-26	Collaborative Ed Advisors	<p><b>6-12 Career Technical Support</b></p> <p>High Quality CTE Pathway Requirements &amp; Standards annual self-evaluation</p> <ul style="list-style-type: none"> <li>● CA CTEIG, K12SWP, Perkins fidelity and funding applications</li> <li>● CTE Advisory</li> <li>● Articulation and Dual enrollment support &amp; training</li> <li>● A-G UC Portal Course Management support &amp; training</li> <li>● WBL/ PBL and industry certification support</li> <li>● CTE Course pacing, instruction, Work Based Learning and ePortfolio Artifacts</li> <li>(AGR) Forestry &amp; Natural Resources</li> <li>○ Y2 Intro 9th: Biology &amp; California Natural Resources ‘d’</li> <li>○ Y2 Concentrator 10th: Forestry &amp; Natural Resources ‘d’</li> <li>● (MKT) Entrepreneurship &amp; Small Business Ownership</li> <li>○ Y2 Intro 9th: Reading, Writing &amp; Research in Social Entrepreneurship ‘b’</li> <li>○ Y2 Concentrator 10th: Commerce,</li> </ul>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed1:1 support</p>



		<p>Entrepreneurship &amp; English 'b'</p> <ul style="list-style-type: none"> <li>○ Y1 Capstone 11th: Entrepreneurship &amp; Professional Literacy 'b'</li> <li>● (AME) Design, Visual and Media Arts</li> <li>○ Y2 Concentrator 10th: Design Visual and Media Arts 1 'f'</li> <li>○ Y1 Capstone 11th: Design Visual and Media Arts 2 'f'</li> <li>● (Health Medical Occupations)</li> <li>○ Y1 Concentrator: 11th Sports, Exercise, Physiology &amp; Health Science 'd'</li> <li>○ Y2 Concentrator 10th: Design Visual and Media Arts 1 'f'</li> <li>○ Y1 Capstone 11th: Design Visual and Media Arts 2 'f'</li> <li>● (Health Medical Occupations)</li> <li>○ Y1 Concentrator: 11th Sports, Exercise, Physiology &amp; Health Science 'd'</li> </ul>	
2026-27	Collaborative Ed Advisors	<p align="center"><b>6-12 Career Technical Support</b></p> <ul style="list-style-type: none"> <li>● High Quality CTE Pathway Requirements &amp; Standards annual self-evaluation</li> <li>● CA CTEIG, K12SWP, Perkins fidelity and funding applications</li> <li>● CTE Advisory</li> <li>● Articulation and Dual enrollment support &amp; training</li> <li>● A-G UC Portal Course Management support &amp; training</li> <li>● WBL/ PBL and industry certification support</li> <li>● CTE Course pacing, instruction, Work Based Learning and ePortfolio Artifacts(AGR) Forestry &amp; Natural Resources</li> <li>○ Y3 Intro 9th: Biology &amp; California Natural Resources 'd'</li> <li>○ Y3 Concentrator 10th: Forestry &amp; Natural Resources 'd'</li> <li>○ Y1 Capstone 12th: Chemistry &amp; Environmental Engineering 'd'</li> <li>● (MKT) Entrepreneurship &amp; Small Business Ownership</li> <li>○ Y3 Intro 9th: Reading, Writing &amp; Research in Social Entrepreneurship 'b'</li> <li>○ Y3 Concentrator 10th: Commerce, Entrepreneurship &amp; English 'b'</li> <li>○ Y2 Capstone 11th: Entrepreneurship &amp; Professional Literacy 'b'</li> <li>● (AME) Design, Visual and Media Arts</li> <li>○ Y3 Concentrator</li> </ul>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed 1:1 support</p>



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2024-25	Collaborative Ed Advisors	<p><b>6-12 Leadership Internships and ePortfolio Implementation</b></p> <ul style="list-style-type: none"> <li>● Alt Forms of Leadership</li> <li>● High Quality CTE Pathway Requirements &amp; Standards</li> <li>● New teacher support and coaching</li> <li>● ePortfolios &amp; course artifacts and reflections of learning &amp; End of Year ePortfolio Competition management</li> <li>● Middle School Exploring CTE 6, 7, 8 pilots</li> <li>● 9th grade, Advisory Focus on College and Career ( Get Focused Stay Focused) pilot</li> <li>● 10th grade, Advisory/ Life Skills Class: Adulting 101(Incl GFSF Module 1) pilot</li> <li>● PE Adventure Outdoor/ Year 1 pilot</li> <li>● PE Outdoor Recreation and Conservation, Year 2 pilot</li> </ul>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed1:1 support</p>
2025-26	Collaborative Ed Advisors	<p><b>6-12 Leadership Internships and ePortfolio Implementation</b></p> <p>Alt Forms of Leadership</p> <ul style="list-style-type: none"> <li>● High Quality CTE Pathway Requirements &amp; Standards</li> <li>● New teacher support &amp; coaching</li> <li>● ePortfolios &amp; course artifacts and reflections of learning</li> <li>● ePortfolios &amp; course artifacts and reflections of learning &amp; End of Year ePortfolio Competition management</li> <li>● Leadership 1, 11th grade pilot</li> <li>● Internship CTE works Unpaid, 11th grade pilot</li> <li>○ Y2 Middle School CTE</li> <li>○ Y2 9th grade, Advisory Focus on College and Career ( Get Focused</li> <li>○ Y2 10th grade, Advisory/ Life Skills Class: Adulting 101(Incl GFSF Module 1)</li> <li>Y2 PE Adventure Outdoor/ Year 1</li> <li>○ Y2 PE Outdoor Recreation and Conservation, Year 2</li> </ul>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed1:1 support</p>
2026-27	Collaborative Ed Advisors	<p><b>6-12 Leadership Internships and ePortfolio Implementation</b></p> <p>* Alt Forms of Leadership</p> <ul style="list-style-type: none"> <li>● High Quality CTE Pathway Requirements &amp; Standards</li> <li>● New teacher support &amp; coaching</li> <li>● ePortfolios &amp; course artifacts and reflections of learning</li> <li>● ePortfolios &amp; course artifacts and reflections of learning &amp; End of Year ePortfolio Competition management</li> <li>● Y1 Tech Dept bulbapp orientation and playbook for absorbing process.</li> <li>● Leadership 2, 12th grade pilot</li> <li>● CTE Works Internship 2 Paid, 12th grade pilot</li> <li>● Senior Seminar, 12th grade pilot</li> <li>○ Y2 Leadership 1, 11th grade</li> <li>○ Y2 Internship CTE Works Unpaid, 11th grade</li> </ul> <p>Y3 As Needed: -Middle School CTE</p>	<p>6 hours Teacher Synchronous/ Asynchronous PD.</p> <p>As Needed Email support As needed1:1 support</p>



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		<ul style="list-style-type: none"><li>-9th grade, Advisory Focus on College and Career</li><li>-10th grade, Advisory/ Life Skills Class: Adulting 101(Incl</li><li>-GFSF Module 1)</li><li>-PE Adventure Outdoor Y1</li><li>-PE Outdoor Recreation and Conservation Y2</li></ul>	
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## II. Element 2 -- Measurable Pupil Outcomes

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***"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."***

### **Education Code Section 47605(c)(5)(B)**

All YES CHARTER ACADEMY students demonstrate academic mastery in all of the core academic areas. For non-special needs and non ELL students, mastery is defined as a score of standard nearly met or above on the CAASPP and grades of C or better on all yearend academic portfolios and exhibitions. Portfolios and exhibitions are assessed according to school-wide rubrics, with input from teachers across all content areas and outside community members. Mastery for special needs and EL students are defined appropriately according to their Individualized Education Plans and English proficiency levels.

- The number of YES students scoring standard not met and standard nearly met on the CAASPP decrease by 15% each year.
- The number of YES students scoring standard met or standard exceeded on the CAASPP increase by 15% each year.
- The number of YES students, including those in numerically significant pupil subgroups, who read at or above grade level at the end the year increase by 15% each year.
- YES CHARTER ACADEMY Students achieve at least 96% student attendance each year. (Academic Calendar & LCAP Goals and Action Steps see Appendix 13)
- YES CHARTER ACADEMY achieve 95% participation in state standardized testing
- Students in 9-12 will graduate meeting a-g requirements
- Students in 9-12 will complete at least one or more CTE pathway, with an industry-recognized certification
- Students in grades 8-12 will take the PSAT/ SAT or other college entrance exam

All students experience a common core of learning that fulfills YES CHARTER ACADEMY's mission. The measurable student outcomes are ways to accurately determine the extent to which all students of YES CHARTER ACADEMY demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in our educational program — a program that is aligned with the Common Core State Standards and the California Environmental Protection Agency's Education and the Environment Initiative curriculum and assessment frameworks.



After completion of the TK-12 program, graduates of YES CHARTER ACADEMY demonstrate proficiency in the following areas:

## A. Proficiency in English and Language Arts

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All students are administered a reading fluency assessment at the beginning of the school year, and again at the end of each trimester. Reading fluency data is used to create ILPs, to group students for differentiated reading instruction, and to identify students for reading fluency remediation. Students who do not read at the 50<sup>th</sup> percentile, are placed in the reading intervention program, Read Naturally. Student progress in Read Naturally is tracked and celebrated. Students have the goal of increasing reading fluency to the 50<sup>th</sup> percentile or above. Students are exited from the program upon reaching this goal.

YES students have demonstrated success in increasing reading fluency and meeting ILP goals using the Read Naturally intervention program. YES will continue to use and refine the implementation of Read Naturally.

Student reads with understanding and writes convincingly and effectively

- Student reads actively and derives meaning from written media.
- Student reads extensively both fiction and non-fiction for both enjoyment and research.
- Student writes using grammatically acceptable English.
- Student adjusts tone and style of writing for purpose and audience.
- Student supports statements using well-rounded facts, theory, and opinion.
- Student separates fact from opinion.
- Student logically reaches conclusions based on sufficient evidence.
- Student clearly and concisely states key points.
- Student demonstrates creativity through style, organization, and development of content.

In the 9<sup>th</sup>-12<sup>th</sup> grades, we will continue to scaffold writing with Step. Up to Writing and integrate ELA CCSS Standards in a CTE Entrepreneurship & Small Business Ownership Pathway (see full course descriptions in **Appendix 18**)

## B. Proficiency in Health and Family & Community Life Skills

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Student sufficiently understands and functions in the world around him/her and realizes his/her own unique educational interests, talents, and abilities. Students will continue to be evaluated not only using the Presidential Fitness levels in lower grades, but at the high school level we are also embedding outdoor education into PE, and offering the mandated Health class in 9<sup>th</sup> grade as well as an additional 4<sup>th</sup> lab science their junior year.



A graduate of YES CHARTER ACADEMY is comfortable and at ease when speaking before an audience and in a team, and is able to contribute his/her opinions and/or help facilitate the aim of the group. Our students are independent thinkers and responsible citizens.

- Student is able to appreciate and participate in the arts and music, choral and/or instrumental.
- Student is aware of the importance of life-long physical fitness and participates actively, with sportsmanship, in a variety of sports.
- Student has the self-discipline to set direction in his/her studies.
- Student has an ability to work collaboratively in effective teams.
- Student understands the role of the media in culture and is aware of media and societal influences.
- Student demonstrates involvement in his/her community.
- Student has knowledge of the reciprocal relationship between the individual and his/her environment.
- Student is able to use computer-based technologies as an effective tool to learn and to research in order to form an opinion.
- Student is aware of schedules and deadlines and appropriate tradeoffs in quality and time in project work.
- Student is physically fit and aware that a sedentary lifestyle is not healthful.

### C. Proficiency in History, Social Sciences, and Geography

Student understands the scope of history and its relevance to contemporary issues.

Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving:

- Cause and effect: people, events, or situations influencing an action or result.
- Comparison: similarities and differences.
- Classification: events and situations explained as political, economic, social, and/or intellectual.
- Anticipation of the future using evidence from the past and the present to draw conclusions about the future.
- Organization of historical events within a timeline.
- Application of physical geography and cultural awareness to his/her understanding of societies.
- Understanding the structures, operations, and relationships of the government in the United States.



- Showing facility with reading maps and charts that display numerical data as well as boundaries, roads, and demographics. **(Appendix 18 for Content and course outlines)**

## D. Proficiency in Mathematics

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All students are administered a grade level math skills assessment at the beginning of the school year, and placed in Khan Academy intervention based upon their skill level. This assessment, as well as assessments in the adopted math curriculum, are used to set and update ILP goals.

Student applies CCSS mathematical principles and operations to solve real-world logical problems.

Student demonstrates knowledge of basic skills and conceptual understanding in:

- Problem solving with numbers and operations
- Geometry and measurement
- Functions and algebra
- Quadratic equations

YES is in the process of researching math curriculum and math intervention programs for adoption. We are not satisfied with student achievement in math and will adopt CCSS math curriculum, schedule training for teachers, assess students, create ILPs, implement differentiated instruction, and track student achievement.

Our goal is to make up the learning loss that students experienced because of COVID, and to give all students the differentiated support they need to achieve grade level proficiency in all core subjects. **(Appendix 18 for Content and course outlines)**

## E. Proficiency in Science

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Student applies Next Generation Science Standards (NGSS) scientific concepts and skills to explain the world and find solutions to its problems. **(Appendix 1, 1A, 1B, 1C & 18 for science content, NGSS Standards, and course outlines)**

- Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- Student understands application of basic skills to everyday life and/or science problems.
- Student observes, compares, orders, and categorizes characteristics and behaviors of phenomenon, objects, and living things.
- Student communicates ideas verbally in a clear and concise manner using expository and science writing and reporting formats.
- Student relates factors of differing objects and events, and infers about unknown or unseen processes.



- Student applies knowledge and thought processes to explain his/her world and to extrapolate solutions.
- Student shows a perception of the interrelationships among scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, and ecosphere).
- Student recognizes the effects of science, technology, and societies on one another and on the environment.

## F. Local Control and Accountability Plan and Alignment of Outcomes to the Eight State Priorities

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Pursuant to Education Code Section 47605(c)(5)(A)(ii), the goals for the Charter School for all students and for each subgroup of students to be achieved in the state priorities, as described in Education Code Section 52060(d), that apply for the grade levels served, can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”).

In developing the 2023-24 LCAP, the Charter School has addressed new focus areas based on shifts in the student demographics and the lingering impacts of the COVID-19 pandemic. YES CHARTER ACADEMY has sought to address the needs of its community members to remain resilient and to combat student learning loss and uneven achievement.

In the 2021-22 school year YES CHARTER ACADEMY had a total enrollment of 128 students in grades K-8. The Charter School’s demographics or student subgroups for the 2021-2022 school year consisted of 73.4% socioeconomically disadvantaged, 3.1% English learners, 11.7% students with disabilities, 46.1% White, 34.4% Hispanic, 3.1% American Indian, 11.7% Two or More Races, 0.8% African American, and 0.8% Asian.

In the 2022-23 school year YES CHARTER ACADEMY’s total enrollment increased to 163 students; and the Charter School’s student subgroups and demographics also shifted. The percentage of socioeconomically disadvantaged students increased to 93.9%. The percentage of English learners remained steady at 3.1%. The percentage of students with disabilities increased to 16%. The percentage of Foster Youth (which was previously 0%) increased to 0.6%. The demographics for the 2022-23 student population at the Charter School consisted of 54% White, 30.1% Hispanic, 3.1% American Indian, 6.1% Two or More Races, 0.6% African American, and 0.6% Filipino.

The 2023-24 LCAP reflects a focus on student achievement, in the content areas, in a targeted manner. The following chart details YES CHARTER ACADEMY’s five (5) annual goals, for all students schoolwide and for numerically significant subgroups pursuant to Education Code Section 52052, encompassing each of the eight (8) state priorities identified by Education Code Section 52060(d), and including specific annual actions YES CHARTER ACADEMY will take to achieve the identified annual goals. The LCAP will be updated as needed and in accordance with applicable law. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.



Goal #	Description
1	Ensure the campus facilities are conducive to outdoor learning; the necessary materials are provided for elementary grades project-based learning, and middle grades competency-based learning; and impactful standards-based instruction is regularly delivered by highly effective teachers and supported by administrative staff.
Actions	Description
1.01	Provide a safe and positive learning environment with appropriately maintained facilities, including outdoor learning space. Each class will have a designated outdoor classroom.
1.02	Ensure well-qualified teachers and administrators are available to ALL students. Staffing costs including salaries and benefits for the following employees: 10 classroom teachers; 2 CTE; 2 Administrators; 1 part-time special education teacher.
1.03	Staffing costs including salaries and benefits for the following classified support staff: 1 business manager; 1 attendance clerk; 1 administrative assistant; 1 family liaison; 1 custodian; 2 part-time aides.
1.04	MOU with the County Office of Education to provide in-house special education services: (1) speech/language; (2) school psychologist; (3) occupational therapy.
1.05	Multiple types of formative and summative assessments to monitor students' academic progress and identify strengths and needs in order to modify instruction and identify necessary interventions. Associated costs are as follows: i-Ready for grades TK-8; Interim Comprehensive Assessments (ICA); Interim Assessment Blocks (IAB).
1.06	Purchase of standards-aligned consumables for mathematics, science and English/language arts.
1.07	Subscriptions for the following online programs and applications: (1) PowerSchool; (2) DocTracking DTS; (3) Parent Square.
1.08	Costs associated with upgrading of technology to ensure classroom instructional technology is aligned to 21st century teaching and learning. Teacher laptops.
1.09	Students will be provided with a grade-appropriate electronic device to enhance learning at school and in the home, and wifi hotspots for those who lack a stable internet connection/web-access at home. Examples: Chromebooks (replacement rotation); Chargers; Headphones; Wi-fi Hotspots.
1.10	Professional Development: Positive Behavior Intervention Supports; Illustrative Math (Implementation Partners, Vendor); StepUp to Writing; AMPLA curriculum; Career Technical Education; E-Portfolio; Nurtured Heart Approach; Restorative Justice; Trauma Informed Education; Staff Team Building; Integrated English Language Development (ELD).



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<b>Metrics</b>	<b>State Priorities</b>	<b>Outcomes</b>
Facilities Inspection Tool (FIT) Report Score of "Good"	Priority 1c	"Good" or better
Percentage of teachers who are appropriately credentialed and assigned	Priority 1a	100% Credentialed Teachers; 0% Misassignment; 0 Vacancies
Students will have access to standards-aligned instructional materials	Priority 1b	<b>Overall:</b> 100% of students have CCSS aligned curriculum in ELA, Math, and Social Studies, and NGSS aligned curriculum in science
Implementation of academic content standards	Priority 2a	<b>Overall:</b> 100% implementation of State Standards for all students
Performance on standards based assessments, such as i-Ready and embedded ELA assessments	Priority 2b	The percentage of EL students who meet or exceed ELA state standards, on i-Ready and embedded ELA assessments, increases by 10% annually
Training and Lesson Study in ELA and math curriculum	Priority 8	Teachers will have professional development training in the ELA, math, and science curriculum, and will participate in lesson studies in ELA and math.
Students with access to a broad course of study	Priority 7a	<b>Overall:</b> 100% of all students will have access to a broad course of study.  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: 100%</li> <li>• Hispanic: 100%</li> <li>• White: 100%</li> </ul>
Individualized Learning Plan (ILP)	Priority 8	<b>Overall:</b> 100% of students have ILPs in ELA and math

<b>Goal #</b>	<b>Description</b>
2	Ensure students are demonstrating annual growth and progress in the mastery of English/Language Arts standards as demonstrated by an improvement in grades, local formative assessments, and state-mandated assessments.
<b>Actions</b>	<b>Description</b>
2.01	Administer BOY diagnostic assessments to all students to determine the level of intervention needed. Based on the data, the



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	Charter School employs the use of Rtl to form targeted intervention groups. Flexible grouping of middle grade students will be coordinated for students who are performing below the 50th percentile to address their academic needs during the instructional day. For elementary grade levels, flexible groups for universal access will be formed to address the ELA needs of students in need of school day interventions.	
2.02	Provide after school “homework help” to all students during the after-care program. In the 2023-24 school year, the Charter School will expand the tutoring program to cover all grade levels in either individual or small groups depending on student need.	
2.03	Designated ELD pullout by CLAD-authorized teacher; Teacher PD for integrated ELD.	
<b>Metrics</b>	<b>State Priorities</b>	<b>Outcomes</b>
Students’ growth on local i-Ready and fluency assessments	Priority 8	<p><b>Overall:</b> improve by 10% on i-Ready ELA assessments, and score at the 50th percentile or above in reading fluency assessments</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: improve by 10% on i-Ready ELA assessments, and score at the 50th percentile or above in reading fluency assessments</li> <li>• Hispanic: improve by 10% on i-Ready ELA assessments, and score at the 50th percentile or above in reading fluency assessments</li> <li>• White: improve by 10% on i-Ready ELA assessments, and score at the 50th percentile or above in reading fluency assessments</li> </ul>
Annual Growth on CAASPP ELA	Priority 4a	<b>Overall:</b> demonstrate annual growth on CAASPP ELA by increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually



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		<b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: demonstrate annual growth on CAASPP ELA by increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> <li>• Hispanic: demonstrate annual growth on CAASPP ELA by increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> <li>• White: demonstrate annual growth on CAASPP ELA by increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> </ul>
Increase percentage of EL who progress in English Proficiency (ELPAC)	Priority 4e	50% of English learners will demonstrate annual growth on ELPAC
Increase English Learner reclassification rate	Priority 4f	Annually increase the percentage of English learners meeting reclassification criteria, by 10%
English Learner Progress Annual Growth (Dashboard ELPI)	Priority 4a	50% of English learners will demonstrate annual growth on the CA Dashboard ELPI

Goal #	Description
3	Ensure students are demonstrating annual growth and progress in the mastery of state standards in mathematics and science.
Actions	Description
3.01	Administer BOY diagnostic assessments to all students to



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	determine the level of intervention needed. Based on the data, the Charter School employs the use of Rtl to form targeted intervention groups. Flexible grouping of middle grade students will be coordinated for students who are performing below the 50th percentile to address their academic needs during the instructional day. For elementary grade levels, flexible groups for universal access will be formed to address the math needs of students in need of school day interventions. It will be planned and led by credentialed teachers. Students not in this intervention will participate in Blue Zones block.	
3.02	YES CHARTER ACADEMY students will participate in the Environmental Science Fair in a way that addresses authentic, environmental issues and incorporates the scientific method of inquiry. Environmental Science Fair set up costs and materials.	
3.03	Provide after school “homework help” in mathematics to all students during the after-care program. In the 2023-24 school year, the Charter School will expand the tutoring program to cover all grade levels in either individual or small groups depending on student need in the area of math.	
3.04	The math intervention curriculum will be Red Bird, a computer adaptive online program for students to increase their math skills.	
<b>Metrics</b>	<b>State Priorities</b>	<b>Outcomes</b>
Students' growth on local i-Ready math assessments	Priority 8	<p><b>Overall:</b> improve by 10% on i-Ready math assessments, and score at the 50th percentile or above in math assessments</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: improve by 10% on i-Ready math assessments, and score at the 50th percentile or above in math assessments</li> <li>• Hispanic: improve by 10% on i-Ready math assessments, and score at the 50th percentile or above in math assessments</li> <li>• White: improve by 10% on i-Ready math assessments, and score at the 50th percentile or above in math assessments</li> </ul>



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<p>Annual Growth on CAASPP math</p>	<p>Priority 4a</p>	<p><b>Overall:</b> demonstrate annual growth on CAASPP math through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: demonstrate annual growth on CAASPP math through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> <li>• Hispanic: demonstrate annual growth on CAASPP math through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> <li>• White: demonstrate annual growth on CAASPP math through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> </ul>
<p>Annual Growth on CAST</p>	<p>Priority 4a</p>	<p><b>Overall:</b> demonstrate annual growth on CAST through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: demonstrate annual growth on CAST</li> </ul>



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		<p>through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</p> <ul style="list-style-type: none"> <li>• Hispanic: demonstrate annual growth on CAST through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> <li>• White: demonstrate annual growth on CAST through increasing the percentage of students who score standard met and standard exceeded by 5 percentage points annually</li> </ul>
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Goal #	Description
4	Students increase engagement by partnering with local agencies, organizations, and businesses for project-based learning, service learning, and career technical education (CTE) that addresses authentic, environmental issues and incorporates the scientific method of inquiry.
Actions	Description
4.01	The Charter School will schedule monthly school wide activities planned in partnership with the YES CHARTER ACADEMY Student Council. Student Council members are elected by their peers and include a Spirit Coordinator and representative from each class. Student representatives will provide input to guide annual activities such as extracurricular clubs, lunch time activities to promote school spirit, and three schoolwide culminating activities aligned to the Charter School's instructional theme. Additionally, we will have student recognition assemblies monthly for academic growth and positive behavior.
4.02	Schedule assemblies, guest speakers, field trips around college and career explorations. Purchase curriculum that samples varied careers from Career Technical Education (CTE) curriculum, including, but not limited to Forestry and Natural Resources (for middle school grades) and Entrepreneurship, and Design, Visual



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Metrics	State Priorities	Outcomes
Suspension Rate	Priority 6a	<b>Overall:</b> < 5%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &lt; 5%</li> <li>• Hispanic: &lt; 5%</li> <li>• White: &lt; 5%</li> </ul>
Expulsion Rate	Priority 6b	<b>Overall:</b> < 2%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &lt; 2%</li> <li>• Hispanic: &lt; 2%</li> <li>• White: &lt; 2%</li> </ul>
Increase student participation rate on student survey and ratings on Safety & Connectedness	Priority 6c	<b>Overall:</b> > 90%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &gt; 90%</li> <li>• Hispanic: &gt; 90%</li> <li>• White: &gt; 90%</li> </ul>
Increase teacher participation rate on school survey and ratings	Priority 6c	90% staff participation on school survey and ratings
Increase attendance rates	Priority 5a	<b>Overall:</b> > 96%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &gt; 96%</li> <li>• Hispanic: &gt; 96%</li> <li>• White: &gt; 96%</li> </ul>
Chronic Absenteeism rates	Priority 5b	<b>Overall:</b> < 3%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &lt; 3%</li> <li>• Hispanic: &lt; 3%</li> <li>• White: &lt; 3%</li> </ul>
Maintain Middle School Dropout Rates	Priority 5c	<b>Overall:</b> < 2%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &lt; 2%</li> <li>• Hispanic: &lt; 2%</li> <li>• White: &lt; 2%</li> </ul>
Environmental Science Fair Participation	Priority 8	<b>Overall:</b> 100% of YES students will participate in the Environmental Science Fair annually



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CTE Program	Priority 8	YES will have a fully functioning CTE program
High school dropout rates	Priority 5d	<b>Overall:</b> < 2%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: &lt; 2%</li> <li>• Hispanic: &lt; 2%</li> <li>• White: &lt; 2%</li> </ul>
High school graduation rates	Priority 5e	<b>Overall:</b> 98%  <b>Student Groups:</b> <ul style="list-style-type: none"> <li>• SED: 98%</li> <li>• Hispanic: 98%</li> <li>• White: 98%</li> </ul>

Goal #	Description	
5	Increase family involvement through school events focused on supporting their child(s) academic and personal success, as well as preparation for college and career.	
Actions	Description	
5.01	The Family Liaison will hold daytime Coffee with the Principal, and evening social game & movie nights. Meetings of the SSC will be published at the start of the year, and regularly advertised through the Charter School's newsletter to increase the number of parents who engage in the decision-making bodies of the school. The Charter School also encourages parents to attend the monthly meetings of the Council of Directors. Parent Square and Monthly Newsletter will be the primary vehicles to ensure all families and staff are aware of these events.	
5.02	YES CHARTER ACADEMY will hold events to support the development of student knowledge and understanding of careers and attending college. The Charter School plans to hold a year long Career Speakers Program series. For the college component, the Charter School will have field trips to Yuba College (grade 8), Chico State, Sacramento State, and UC Davis (high school).	
Metrics	State Priorities	Outcomes
Parent involvement through input in decision-making via SSC, ELAC	Priority 3a	"Met" Parent and Family Engagement Local Indicator
Parent involvement will include opportunities for input in decision-making as well as participation in programs/workshops for	Priority 3a, 3b, 3c	Monthly "Coffee with the Principal"; 12 Council of Directors Meetings; 2 Roadmap Meetings (for update on data and input on future plans); 2



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families of unduplicated students and Students with Disabilities		Special Education Workshops
Increase parent participation rate on parent survey and ratings	Priority 6c	> 85% Parent participation rate
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	Priority 4b	<p><b>Overall, for students enrolled in YES for 4 years:</b> 100% meet a-g requirements</p> <p><b>Student Groups, for students enrolled in YES for 4 years:</b></p> <ul style="list-style-type: none"> <li>• SED: 100% meet a-g requirements</li> <li>• Hispanic: 100% meet a-g requirements</li> <li>• White: 100% meet a-g requirements</li> </ul>
Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	Priority 4c	<p><b>Overall, for students enrolled in YES for 4 years:</b> 100% complete CTE sequences or programs of study</p> <p><b>Student Groups, for students enrolled in YES for 4 years:</b></p> <ul style="list-style-type: none"> <li>• SED: 100% complete CTE sequences or programs of study</li> <li>• Hispanic: complete CTE sequences or programs of study</li> <li>• White: 100% complete CTE sequences or programs of study</li> </ul>
Percentage of students who both meet UC/CSU entrance requirements and also successfully complete courses that satisfy CTE sequences or programs of study that align with SBE-approved career technical education standards and frameworks	Priority 4d	<p><b>Overall, for students enrolled in YES for 4 years:</b> 100% complete a-g requirements and CTE sequences or programs of study</p> <p><b>Student Groups, for students enrolled in YES for 4 years:</b></p> <ul style="list-style-type: none"> <li>• SED: 100% complete a-g requirements and CTE</li> </ul>



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		<p>sequences or programs of study</p> <ul style="list-style-type: none"> <li>• Hispanic: 100% complete a-g requirements and CTE sequences or programs of study</li> <li>• White: 100% complete a-g requirements and CTE sequences or programs of study</li> </ul>
Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	Priority 4g	<p><b>Overall:</b> 20% of students pass an AP exam with a score of 3 or higher</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: 20% of students pass an AP exam with a score of 3 or higher</li> <li>• Hispanic: 20% of students pass an AP exam with a score of 3 or higher</li> <li>• White: 20% of students pass an AP exam with a score of 3 or higher</li> </ul>
Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Priority 4h	<p><b>Overall:</b> 70% of students demonstrate college preparedness pursuant to the Early Assessment Program</p> <p><b>Student Groups:</b></p> <ul style="list-style-type: none"> <li>• SED: 70% of students demonstrate college preparedness pursuant to the Early Assessment Program</li> <li>• Hispanic: 70% of students demonstrate college preparedness pursuant to the Early Assessment Program</li> <li>• White: 70% of students demonstrate college preparedness pursuant to the Early Assessment Program</li> </ul>



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		to the Early Assessment Program
Programs and services developed and provided to low income, English learner and foster youth pupils, including access to internet, homework support, links to social services, etc.	Priority 7b	YES offers programs and services, on an individual basis, to 100% of low income, English learner, and foster youth students
Programs and services developed and provided to students with disabilities, including, but not limited to, learning center, outreach to families, education of families, deliver on IEP requirements, etc.	Priority 7c	YES offers programs and services, on an individual basis, to 100% of students with disabilities



### III. Element 3 -- Methods to Assess Pupil Progress Towards Meeting Outcomes

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

#### A. Content-Specific Outcomes for Students

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In general, YES CHARTER ACADEMY student performance and achievement school-wide, across numerically significant subgroups, and individually is assessed using multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress, as well as state priorities detailed in Education Code Section 52060(d). For purposes of measuring student performance and achievement, a numerically significant student subgroup is defined as in Education Code Section 52052(a)(3). Additionally, student performance and achievement is measured using YES CHARTER ACADEMY's LCAP, the goals, actions, metrics, and outcomes of which are reasonably comprehensively described in Element 2, that includes the following:

- Use of the annual assessment results from the California Assessment of Student Performance and Progress (CAASPP)
- CAST is administered to all 5<sup>th</sup> and 8<sup>th</sup> grade students
- ELPAC is administered to English language learners
- Curriculum-based state-mandated tests and other standardized assessment tools
- Personal interactive journals
- Portfolios and handmade books
- Informal oral and teacher-made exams
- Demonstration of mastery using manipulative materials
- Demonstration of mastery by peer teaching and/or cross-age tutoring
- Formal presentation to the class of projects and reports
- Written evaluations by staff of pupil level regarding academic mastery and behavior (personal development)
- Self-assessments - Reflection on both long- and short-term planning for Individual Learning Plans
- Program (specific tracking of percentile changes in consecutive years)
- Use of i-Ready assessments to monitor benchmark progress on state standards
- Rubrics developed by the school faculty and administration
- Trimester academic conferences to communicate student performance, intervention, and aptitudes/progress.
- Student growth on local i-Ready ELA assessments.



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- Student growth on local i-Ready math assessments.
- Suspension Rate and Chronic Absenteeism as reported on the California School Dashboard.
- Attendance, Dropout rates, and Expulsion rate tracked and recorded by the Charter School.
- Parent and Student surveys.

As we continue to define the process of evaluating student learning, these critical questions guide our work:

- How do we help students articulate their learning process?
- How do we help students evaluate their own learning?
- How do we measure student gains in learning, other than standardized testing?
- How does our work in electronic portfolios, paper portfolios, protocols, and student generated rubrics drive the curriculum and instruction for deeper learning for all students?
- How can working together in grade-level teams be enhanced in this process to calibrate assessment between and within grade levels?

Our charter school administers the mandated state assessments and also meets any required state or federal performance standards developed. Our annual review and collaboration echoes the CA LCFF 8 model practices, which we are mindful of as we expand into the 9-12 grades.

- YES Charter Academy Teachers use a variety of formative, interim, and summative assessments to assess student progress and factor in the individual needs of students during instructional decision-making.
- YES Charter Academy implement early warning systems that use individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold. At our ILP meetings, in partnership with teachers, students and parents, we consider additional actions and services designed to help each student improve his or her performance.
- YES Charter Academy uses formal data analysis strategies to guide operational, policy, and fiscal decisions aimed at improving student learning in a broad course of study and to ensure alignment to our instructional and student-centered goals with the actions taken related to budget, curriculum, instruction, and assessment.
- YES Charter Academy develops goals for students who have a disability and have qualified for special education and related services based on the individual student’s need within the student’s Individualized Education Program (IEP) to support higher education access and employment opportunities.
- YES Charter Academy develops and implement standards-based grading practices and report cards that provide focused feedback on student achievement of outcomes and learning goals, in addition to other factors such as attendance, citizenship, and homework.
- YES Charter Academy provides training to parents regarding various topics including, but not limited to, interpreting assessment results, supporting student instruction at home, and determining



individual student needs.

- YES Charter Academy utilize a process for identifying English learners for special education that includes assessing students in their primary language. Per Title III of the Every Student Succeeds Act (ESSA), YES Charter Academy's team implements established standardized entrance and exit procedures for English learners, including English learners with disabilities.

All students will be supported to achieve graduation and meet grade-level standards. At YES Charter Academy we recognize that not all students progress at the same rate. Credentialed teachers consider each student's individual abilities, interests, and talents while utilizing the measurements below. Assessment is used as an opportunity for further revision. Testing is viewed as another opportunity for self-discovery and success. Comfort with test taking is important to our students as they advance to high school and college, but are not used exclusively for grading or success within our YES CHARTER ACADEMY school environment. High levels of accomplishment are expected, and deadlines are used to encourage timely conclusion of learning activities.

Student progress is tracked on progress reports comprising comprehensive checklists issued on a trimester basis (three times per year). YES Charter Academy intends to track student progress using state student ID (SSID) numbers in order to account for real student growth and learning over the course of time at YES CHARTER ACADEMY.

## B. School-wide Student Outcomes

In addition to the above-mentioned content-specific outcomes for students (see Element 2) the following are school-wide YES CHARTER ACADEMY outcomes for our TK-12 students:

- YES CHARTER ACADEMY meets all required state and federal academic performance benchmarks as demonstrated on standardized tests and the state's academic performance index.
- Students achieve at least 93% student attendance each year.
- YES CHARTER ACADEMY meets the CAASPP growth target each year.
- YES CHARTER ACADEMY achieves 95% participation in state standardized testing.
- Students enrolled in the school at least three consecutive years annually demonstrate growth in scores from internal pre- to post-testing in each of reading, writing, and math.
- High school graduates meet/exceed requirements for graduation as established by the CDE.
- 95% of high school graduates will have achieved at least 1 or more industry certification embedded in their coursework, prior to graduation.

Our charter school administers the mandated state assessments and also meets any required state or federal performance standards developed.

## C. Use and Reporting of Data



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The ongoing refinement of our curricula, which is based upon the CCSS and Content Standards and the California Environmental Protection Agency's Education and the Environment Initiative curriculum and assessment frameworks, utilizes the state- authorized testing program and score analysis to provide us with regular measures of achievement from our student body. We plan to disaggregate for individuals and groups with special needs by employing criterion-based assessments. Ongoing and year- end summative assessments are prepared and made available, via Parent Conferences and report cards.

A self-study of our performance is an ongoing practice of our administration and teaching faculty. Self-reflective practice is part of the school culture, and, to this end, YES CHARTER ACADEMY collects not only student scores, but also surveys for parent and community impressions of our student work, and then develops methods to evaluate and recommend ongoing areas for improvement. This meta practice approach to operations allows us to accomplish data collection intentionally throughout the year, and then make adjustments constantly during the course of a school year. We utilize the WASC Focus on learning format for a self-study that evaluates demographic data, outcome data, process and perception data from a stakeholder's perspective, then develop a determination of critical needs from findings that leads to a school-wide action plan.

At YES CHARTER ACADEMY we have an open door policy for parents to visit classrooms. There are two formal parent and teacher conferences scheduled each academic year: the first prior to Thanksgiving and a Spring Conference in March. Multiple measures are provided at these conferences to assist the teacher and parent in determining the academic and social growth of that child.

Other information regarding the educational program and the administrative, legal, and governance operations of the YES CHARTER ACADEMY relative to compliance with the terms of the charter generally.



## IV. Element 4 -- Governance Structure

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***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”***

### **Education Code Section 47605(c)(5)(D)**

#### A. Governance Structure of YES CHARTER ACADEMY

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The organizational design of the governance structure of YES CHARTER ACADEMY reflects the vision of an educational community and the core values of strong parental involvement and participation. The governance structure includes administrative guidance from the sponsoring County Office of Education, governance by an elected Council of Directors, and participation by corresponding standing and special committees.

YES CHARTER ACADEMY is a non-sectarian in its programs, admission policies, employment practices, and all other operations. YES CHARTER ACADEMY does not charge tuition, and does not discriminate on the basis of race, ethnicity, gender, gender identity, gender expression, religion, sexual orientation, national origin, ability, or disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code, including immigration status.

YES CHARTER ACADEMY is directly funded independent charter school and is operated by a California Nonprofit Public Benefit Corporation pursuant to California law – the Yuba Environmental Science Charter Academy. YES CHARTER ACADEMY is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. YES CHARTER ACADEMY maintains general liability and Council of Directors errors and omissions insurance policies.

The Charter School operates autonomously from the County Office of Education, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County Office of Education and the Charter School. Pursuant to California Education Code Section 47604(d), and for purposes of describing the “[p]otential civil liability effects, if any, upon the charter school and upon the school district” set forth in Education Code Section 47605(h), the County Office of Education is not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County Office of Education has complied with all oversight responsibilities required by law. The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts for the Charter School will be in alignment with schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of the Charter School.



The Charter School Board will institute appropriate risk management practices including but not limited to screening employees, establishing codes of conduct for students, and dispute resolution.

(See Appendix 8, “*Charter School Articles of Incorporation and Bylaws*”)

As well, we plan to engage with the ACS WASC for our school by 23-24. During this process we will receive additional feedback to continue to grow and build our charter program. **(Appendix 17)**

## B. County Office of Education Relationship

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The County Office of Education provides legally mandated oversight for the charter, yet as an independent charter school, YES CHARTER ACADEMY is deemed to be an independent public school.

YES CHARTER ACADEMY pledges to furnish the YCOE board with copies of all policies and procedures developed with regard to any operational or educational program, upon adoption by the Council of Directors.

YES Charter Academy complies with a Memorandum of Understanding (MOU) with YCOE (see **Appendix 16** to review MOU).

## C. Bylaws

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YES CHARTER ACADEMY is governed by adherence to its bylaws (Appendix 8, “*Charter School Articles of Incorporation and Bylaws*”). At a minimum, these bylaws contains the following:

- The means by which Council Members are to be nominated, selected, and removed from office
- The duration of each Council member’s term of office
- The method by which Council meetings are held
- The means by which parents, teachers, students, and other members of the community may communicate with the Council
- The procedure by which bylaws may be amended.

## D. Council of Directors

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Yuba Environmental Science Charter Academy is governed by the YES Charter Academy Council of Directors members. The council is composed of at least five (5) members, known as directors, who represent the parents, the community, and the interests of YCOE. In accordance with Education Code Section 47604(c), the County Office of Education may appoint a representative to sit on the Council of Directors. Vacancies on the permanent Council are appointed by the remaining council members by majority vote.



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Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Council of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Council of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The composition of the Council of Directors remains as follows:

- Two of the directors should be parents of children enrolled in YES CHARTER ACADEMY
- Three directors may be parents and/or community members
- At the discretion of the YCOE Board of Trustees, one representative may be appointed.

The Charter School Leadership Staff:

- One director a teacher representative. The teacher representative is authorized to vote in all normal business matters, with the exception of matters associated to teacher discipline, teacher compensation or any other matter the YES Council of Directors deem inappropriate due to a real or perceived conflict of interest. The teacher rep does not participate in closed session except as deemed appropriate and by invitation of the regular board members. Pursuant to Education Code Section 47604.1(d), the teacher representative shall abstain from voting on, or influencing or attempting to influence another member of the Council, all matters uniquely affecting the teacher's employment.
- One director is the Superintendent/Principal. Pursuant to Education Code Section 47604.1(d), the Superintendent/Principal shall abstain from voting on, or influencing or attempting to influence another member of the Council, all matters uniquely affecting the Superintendent/Principal's employment.
- At the discretion of the YCOE Board of Trustees, one representative may be appointed.

A quorum by the Council is a majority of members.

The Council of Directors meets approximately once a month to hear reports, to consider and adopt policies, to act on working group recommendations, and to consider requests and concerns. These meetings are advertised and conducted in compliance with the California Brown Act (Gov. Code Section 54950, *et seq.*) and Education Code Section 47604.1(c).

The Council of Directors meetings are headed by a Board President, who is elected by the Board at the concluding meeting of the school year.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Council of Directors may be passed with a simple majority of present members.

The Council of Directors participates regularly in training regarding board governance, Brown Act, and Education Code Section 47604.1(c), ethics, and conflicts of interest rules.

The Council of Directors complies with the Political Reform Act (Gov. Code Section 87100) Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and any Charter specific conflicts of interest regulations as adopted by the State Board of Education. Specifically, the



Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations to prevent fraud, embezzlement, and conflict of interest. As noted, the Conflict-of-Interest Code is attached (Appendix 6). As required, the Conflict-of-Interest Code has been submitted to the County Board of Supervisors for approval.

The Council of Directors has authority to exercise the following duties and responsibilities:

- Determine and uphold YES CHARTER ACADEMY’s mission and vision
- Select YES CHARTER ACADEMY’s Superintendent / Principal
- Approve contracts of all staff (including teachers) and determine levels of compensation
- Ensure effective organizational planning
- Determine how the budget is spent
- Contract for goods and services, including insurance
- Develop school policies and procedures
- Accept or reject gifts, donations, and grants
- Enhance the organization’s goodwill and public image
- Monitor School’s performance (educational, fiscal, legal, operational)
- Monitor its own performance (internal and external relations, adhering to legal duties, effective board practices, fiscal responsibilities, etc.)
- Clarify council’s role vs. Principal’s /staff’s roles

The Council may execute any powers delegated by law to it and discharges any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Council policies. The Council however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation:

- Is in writing;
- Specifies the entity designated;
- Describes in specific terms the authority of the Council of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Requires an affirmative vote of a majority of Board members.

#### E. Role of the Superintendent/Principal

The role of the Superintendent/Principal is to act as the liaison between the Council of Directors and the daily operations of the school. The Superintendent /Principal is an arm of the Council in community relations as well as an advisor to the Council. Duties include:

- Provide instructional leadership to the Charter School



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- Attend County Office of Education Administrative meetings as requested by the County Office of Education and stay in direct contact with the County Office of Education to assist the County Office of Education in its oversight duties
- Develop Council of Directors' meeting agenda in compliance with the Brown Act; bring matters forward to the Board of Directors to agendaize
- Supervise all employees of the YES CHARTER ACADEMY
- Provide timely performance evaluations of all YES CHARTER ACADEMY employees at least once annually
- Propose policies for adoption by the Council
- Provide comments and recommendations regarding policies presented by others to the Council
- Communicate with YES CHARTER ACADEMY legal counsel
- Stay abreast of school laws and regulations
- Approve all purchase orders, pay warrants, and requisitions, and upon approval, forward on for processing
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Oversee grant writing
- Attend meetings with the Chief Financial Officer of the County Office of Education on fiscal oversight issues as needed
- Provide all legally required financial reports to the County Office of Education
- Make budget line-item revisions when necessary and report changes regularly to the Council
- Develop and administrate the budget in accordance with generally accepted accounting principles
- Present a quarterly financial report to the Charter School Council
- Provide assistance and coordination to the Faculty in the development of curriculum
- Oversee student/teacher relations
- Attend IEP meetings when necessary
- Oversee student disciplinary matters
- Coordinate the administration of Standardized Testing
- Attend all YES CHARTER ACADEMY meetings and attend as necessary County Office of Education Board meetings
- Foster an amicable relationship between County Office of Education and Charter School and facilitate a sharing of resources between both entities
- Propose procedures to YES CHARTER ACADEMY designed to carry out Council policies
- Oversee scheduling
- Oversee graduations
- Manage communications between County Office of Education and Council
- Develop a YES CHARTER ACADEMY annual performance audit
- Present a performance audit to the Council and upon review of YES CHARTER ACADEMY Council present audit to the County Office of Education Board of Trustees and the County Office of Education Superintendent



## F. Parental Involvement

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Parents of YES CHARTER ACADEMY students are encouraged to be involved with CHARTER ACADEMY activities but parents and guardians are notified that parental involvement is not a requirement for acceptance to, or continued enrollment at YES Charter Academy. In addition, frequent two-way communication between teachers, school administration, and home is a hallmark of YES CHARTER ACADEMY.

YES CHARTER ACADEMY encourages families to give of their time to promote the success of YES CHARTER ACADEMY and its programs. YES CHARTER ACADEMY works with parents to develop parent involvement policies and strategies. YES CHARTER ACADEMY communicates with parents through Parent Square, a communication system developed specifically for schools. Parents are able to choose how they prefer to receive messages. Choices include text message, email. In addition parents are able to log volunteer hours, access lunch balances, make payments, and communicate with teachers, office staff, and the principal.



## V. Element 5 -- Staff Qualifications

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***"The qualifications to be met by individuals to be employed by the charter school."***

### **Education Code Section 47605(c)(5)(E)**

#### A. Human Resources/Organization Structure

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YES CHARTER ACADEMY retains or employs faculty who hold the California Commission on Teacher Credentialing certificate, permit, or other documents required for the teacher's certificated assignment. (See Appendix 5, "YES Organization Chart") As we expand to the high school content, we look to fill positions with both Single Subject core content instructors, and also CTE Certified instructors, as we layer CTE in our English, Art and Lab Science Courses. YES Charter Academy affirms that teachers will hold the Commission on Teacher Credentialing certificates, permits, or other documents required for the teacher's certificated assignment.

In some instances we also will have students in online/ blended course as well as articulated or dual enrolled Yuba Community College courses, where instructors may be a mix of college, online and onsite instruction. As we grow a grade level each year from the 2024-26 through 2026-27, when we are fully enrolled with grades 9-12, our instructional staffing needs will grow to accommodate our program.

Qualifications for any full time, part time, or temporary employee is determined by YES CHARTER ACADEMY Council of Directors and approved by YES CHARTER ACADEMY's Principal/Superintendent. YES CHARTER ACADEMY is deemed the exclusive public school employer of the employees of the Charter for purposes of the Educational Employment Relations Act as described in Education Code Section 47605(c)(6).

#### B. Qualifications of Charter Academy Employees

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The Administrators of YES CHARTER ACADEMY possesses leadership and organizational abilities and a comprehensive educational vision that is consistent with YES CHARTER ACADEMY's commitment to the YES CHARTER ACADEMY educational philosophy.

Day-to-day administration of YES CHARTER ACADEMY is managed by the Principal/Superintendent, and to the extent practical, in collaboration with teams of students, parents, teachers and administrators.



(See Appendix 2, “YES Charter Academy Staff Job Descriptions”)

As we evolve into our high school program, we recognize the need to consider additional support for work-based learning and instructional coaching, as well as management of our ePortfolio program, internship and leadership program and college and career readiness. We project the need for a credentialed CTE counselor and/ or instructor to oversee these items/coursework by 2024-2025. Additionally, YES proposes to begin offering 9<sup>th</sup> and 10<sup>th</sup> grade courses in the 2024-25 school year and is currently recruiting and hiring the appropriately credentialed staff for the proposed courses.

### **Principal/Superintendent**

#### **Yuba Environmental Science Charter Academy (YES)**

#### **Principal/Superintendent**

#### **Job Description**

**Reports to:** YES Council of Directors

**Comprehensive benefits package**

**Work Year:** Twelve calendar months

**Website:** [www.yescharteracademy.org](http://www.yescharteracademy.org)

**Purpose:** To serve as the chief administrator of YES in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

**Supervises:** All school personnel, directly or indirectly

**Credentials Required:** Administrative Credential

**Knowledge and Abilities:** The ideal candidate will embrace the charter school mission and have extensive management experience with a record of success in establishing strategic paths for growth, effectively assembling and leading a team of professionals, and creatively tapping a wide range of resources to achieve success. Familiarity with the local area and California charter community desired.

- An understanding of and alignment with the school’s mission and vision. Demonstrated commitment to ensuring high academic achievement for all students.
- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results.
- Proven ability to develop meaningful relationships with diverse and key stakeholders.
- A track record of developing and securing resources and other funding opportunities.
- Experience in teaching a K-12 focused organization such as a traditional public school system, charter school, private school or other educational organization highly desired.

Candidate demonstrates strong and successful experience with solid support for public education; commitment to high academic standards and success for all students; principles of personnel supervision and



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evaluation; a broad understanding of curriculum and instruction linking to student learning; principles of school organization and management; leadership responsive to staff, community and district needs; and inclusive leadership/decision making process. Candidate understands and supports the need for Environmental Science learning and has expertise and/or experience which enhances the YES program.

### **Duties and Responsibilities:**

**General Planning** The principal conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.

**General Coordination** The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.

**Enhancement of Personnel Skills** The principal provides activities that facilitate the professional growth of the school staff and enhance the quality of the instructional program to promote increased student learning and success.

**Curriculum Objectives** The principal ensures that school goals and instructional objectives for all subjects and classrooms are aligned with the Common Core State Standards; and that staff participate in related professional learning sessions.

**Relations with Authorizer** The principal ensures positive relations with Yuba County Office of Education as the Charter Authorizer. Attends County Office of Education Administrative meetings as requested by the County Office of Education and stays in direct contact with the County Office of Education to assist the County Office of Education in its oversight duties. Attends meetings with the Chief Financial Officer of the County Office of Education on fiscal oversight issues as needed.

Provides all legally required financial reports to the County Office of Education. Attends as necessary County Office of Education Board meetings. Fosters an amicable relationship between County Office of Education and Charter School and facilitates a sharing of resources between both entities. Manages communications between County Office of Education and Council of Directors.

Following review by Council of Directors, presents a performance audit to the County Office of Education Board of Trustees and the County Office of Education Superintendent annually.

### **Specific Tasks** may include but are not limited to:

- Provide instructional leadership to the Charter School
- Develop Council of Directors' meeting agenda in compliance with the Brown Act; bring matters forward to the Board of Directors for agendaing
- Supervise all employees of the YES CHARTER ACADEMY
- Provide timely performance evaluations of all YES CHARTER ACADEMY employees at least once annually
- Propose policies for adoption by the Council
- Communicate with YES CHARTER ACADEMY legal counsel
- Stay abreast of school laws and regulations
- Approve all purchase orders, pay warrants, and requisitions, and upon approval, forward on for processing
- Oversee grant writing
- Make budget line item revisions when necessary and report changes regularly to the Council
- Develop and administrate the budget in accordance with generally accepted accounting principles



- Present a quarterly financial report to the Charter School Council
- Oversee student/teacher relations
- Attend IEP meetings when necessary
- Oversee student disciplinary matters
- Coordinate the administration of Standardized Testing
- Develop procedures designed to carry out Council policies;
- Develop a YES CHARTER ACADEMY annual performance audit
- Present a performance audit to the Council and upon review of YES CHARTER ACADEMY Council present audit to the County Office of Education Board of Trustees and the County Office of Education Superintendent

**Business Administrator**  
**Yuba Environmental Science Charter Academy**  
**Job Description**  
**Business Administrator**

Responsibilities for business administrator

- Reviewing operating budget and spend, identifying near-overages and issues
- Organizing manager calendars and scheduling meetings
- Submitting expense reports
- Purchasing hardware, software, books and peripherals for the group as authorized
- Tracking & efficiently managing headcount
- Understanding, tracking & closely monitoring operating budget expenses
- Coordinating set up of office space for new hires
- Tracking & managing current/future space allocation and planning and coordinating office moves
- Coordinate group morale events
- Planning and execution of team off-sites
- Fixed asset tracking Processing invoices
- Head of Human Resources
- Head of Nutrition Services
- Oversees Transportation of students
- Assist Principal with completion of Compliance tasks

Qualifications for business administrator

- Ability to make sound decisions and resolve problems
- 5+ years successful work experience supporting managers in a fast-paced administrative assist capacity is preferred
- 5+ years of administrative or related work experience required
- 4+ years demonstrated administrative experience in a fast-paced environment
- Strong cross-team collaboration & organizational skills
- Ability to be flexible and work quickly and efficiently

**Teachers**



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Classroom teachers reports to the lead administrator. They are responsible for delivering high quality program for the classes they instruct in alignment with the Charter School's values, and our instructional model. Teachers are also in charge of setting a classroom environment, which is inclusive, thoughtful and collaborative for a diverse group of learners, and students.

### Requirements:

- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- TK teachers will satisfy all applicable requirements and qualifications as set forth in Education Code Section 48000(g) to work with TK students.
- Experience teaching in the classroom, and commitment to high quality
- CLAD or BCLAD if ELD teacher
- Bilingual a bonus (Spanish and English fluency)
- Bachelor's degree, and Master's in related subject matter helpful
- Excellent communication skills

### Teachers will:

- Foster a safe and supportive learning environment
- Create a classroom where students are actively engaged in learning
- Develop positive, authentic, and supportive relationships with students, and parents/guardians
- Be committed to understand, teach, and embody resilience education
- Use strategies to support EL students with scaffolding, and differentiated instruction
- Leverage support in the classroom with teacher's aides, and tutors, as appropriate
- Utilize chosen curriculum, and create CCSS aligned lesson plans
- Identify gaps for academic improvement and locate new methods to help a student progress – including working with their families, school staff, and referrals, as needed
- Collaborate with instructional peers, and specialized staff to identify effective instructional strategies for classroom instruction – or for a particular student
- Be responsible for progress reports in mid-term for all students, and report cards at the end of each term
- Conduct parent-teacher meetings to support student development (of whole child)
- Use motivation and specific praise to elicit positive behaviors, while correcting inappropriate behaviors
- Participate in professional development ("PD") and suggest specific PD for the future
- Demonstrate support and knowledge of the Charter School's mission and goals
- Participate in school-wide events that allows you to engage with students, teachers, administrators, and community members

### CTE Teachers

CTE teachers report to the lead administrator. They are responsible for planning, implementing, and providing academic and skills training to students in a particular field of expertise. The CTE Teacher is responsible for



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carrying out a career technical education program based on the California CTE Model Curriculum Standards that prepares students for high-skill, high-wage careers aligned with post-secondary education and consistent with regional workforce needs. The CTE teacher facilitates work-based learning and increases employment opportunities by serving as an active liaison between employers and the classroom.

### Requirements:

- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment with an authorization in the appropriate CTE sector
- Experience teaching in the classroom, and commitment to high quality
- Bilingual a bonus (Spanish and English fluency)
- Bachelor's degree, and Master's in related subject matter helpful
- Excellent communication skills

### CTE Teachers will:

- Foster a safe and supportive learning environment
- Create a classroom where students are actively engaged in learning
- Develop positive, authentic, and supportive relationships with students, and parents/guardians
- Be committed to understand, teach, and embody resilience education
- Design and implement relevant curriculum following the CTE Model Curriculum Standards for the given industry/pathway
- Serve as a liaison with business and industry and actively places and supervises students in part-time positions and provides related instruction as required
- Guide students in making career-related decisions
- Identify gaps for academic improvement and locate new methods to help a student progress – including working with their families, school staff, and referrals, as needed
- Collaborate with instructional peers, and specialized staff to identify effective instructional strategies for classroom instruction – or for a particular student
- Be responsible for progress reports in mid-term for all students, and report cards at the end of each term
- Conduct parent-teacher meetings to support student development (of whole child)
- Use motivation and specific praise to elicit positive behaviors, while correcting inappropriate behaviors
- Participate in professional development (“PD”) and suggest specific PD for the future
- Demonstrate support and knowledge of the Charter School's mission and goals
- Participate in school-wide events that allows you to engage with students, teachers, administrators, and community members



## VI. Element 6 -- Health and Safety Policies and Procedures

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.***
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."***

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

### A. Health and Safety Policies and Procedures

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YES CHARTER ACADEMY has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with YES CHARTER ACADEMY's insurance carriers, and the County Office of Education, and at a minimum address the following (a full set of the health and safety policies and procedures are on file at the Charter School):

- Each employee of YES CHARTER ACADEMY submits to a criminal background check and furnish a criminal record summary as required by California Education Code Section 44237 and 45125. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal/Superintendent of the Charter School shall monitor compliance with this policy and report to the Council of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee..
- YES CHARTER ACADEMY follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and volunteers who have frequent or prolonged contact with students, and for employees at least once each four years thereafter.



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- Students and staff provide documentation of required immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075, and YES CHARTER ACADEMY maintains records. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Upon a student's admission or advancement to 6<sup>th</sup> grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8<sup>th</sup> grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.
- Policies and procedures for school-wide training in response to natural disaster and emergencies, including earthquake and fire, have been developed and are reviewed as necessary.
- Policies relating to preventing contact with blood-borne pathogens.
- Instructional and administrative staff receive first responder training or its emergency response equivalent, CPR, and first aid.
- Policies have been developed relating to the administration of prescription drugs and other medicines.
- YES Charter Academy maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, updates its policy.
- The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.
- The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.
- On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student



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use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

- The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.
- The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).
- If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

- The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at the Charter School, and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.
- Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.
- The Charter School shall meet state and federal standards for dealing with blood borne



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pathogens and other potentially infectious materials in the work place. The District shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

- YES CHARTER ACADEMY is housed in facilities that have received approval from the Fire Marshall.
- YES CHARTER ACADEMY is a drug-, alcohol-, and tobacco- free workplace.
- All staff are designated as mandated child abuse reporters and follows all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- YES CHARTER ACADEMY adheres to Education Code Section 49450, et seq. as applicable regarding scoliosis, hearing, and vision checks to the grade levels served by the Charter School.
- The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:
  1. A description of type 2 diabetes.
  2. A description of the risk factors and warning signs associated with type 2 diabetes.
  3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
  4. A description of treatments and prevention methods of type 2 diabetes.
  5. A description of the different types of diabetes screening tests available
- The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):
  - child abuse reporting procedures
  - routine and emergency disaster procedures
  - policies for students who committed an act under Education Code Section 48915



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and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures for active shooter drills if included in the School Safety Plan
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

- The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.
- YES Charter Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.



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

- YES Charter Academy shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.
- The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.
- Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.
- Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.
- The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.
- At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.
- The Charter School shall comply with all applicable laws related to health and safety policies



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and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

- Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.
- On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.



## VII. Element 7 -- Means to Achieve Student Population Balance

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

### **Education Code Section 47605(c)(5)(G)**

YES CHARTER ACADEMY does not charge tuition and does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

YES CHARTER ACADEMY attempts to recruit a diverse student population, including special education students, and English learner students, that reflects the general population residing within the geographic boundaries of the District. The recruitment strategy includes the following:

- An enrollment timeline and process that allows a broad-based recruiting and application process.
- Distribution of promotional and informational materials to community groups and agencies that serve various racial, ethnic, special education, English learner, including redesignated fluent English proficient students, and interest groups in the community.
- Submission of press releases to a variety of local media.
- YES CHARTER ACADEMY staff participate in various community events to reach prospective students, families and school community partners.

YES CHARTER ACADEMY maintains information concerning the race, ethnicity, special education, and English learner status of all the school's students, and if the balance is not reflective of YCOE, a committee of YES CHARTER ACADEMY's parents, teachers, and a County Office of Education representative meets to discuss the imbalance and explore available legal options to remedy the situation.



## VIII. Element 8 – Student Admissions

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***Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).***

### **Education Code Section 47605(c)(5)(H)**

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School admits all pupils who wish to attend the Charter School. No test or assessment are administered to students prior to acceptance and enrollment into the Charter School. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admissions, except in the case of a public random drawing, are not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

YES CHARTER ACADEMY trains all staff members on the McKinney-Vento Act and follows all requirements of Education Code Section 48851.5.

### **Public Random Drawing**

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. All rules, deadlines, dates, and times of the public random drawing will be communicated in the written application form and on the Charter School's website. The Charter School will also inform parents or guardians of all applicants of the rules to be followed during the public random drawing process prior to the lottery date (via email and/or regular mail). All communications will be in English and Spanish.

Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School holds a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing are given to the following students in the following order:

1. Siblings of enrolled students
2. Children of the Council of Directors\* and of employees of the Charter School (combined, no more than 10% of total enrollment)
3. Residents of the County
4. Residents of the District
5. All other applicants

*\* As defined per Charter School Council of Directors policy*



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YES Charter Academy and the County mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv) and applicable federal law. These admission preferences shall not unlawfully impact the student population that the Charter School seeks to enroll consistent with Education Code Section 47605(c)(5)(G).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list allows students the option of enrollment in the case of an opening during the current school year. In no circumstance does a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing are posted once the application deadline has passed. The Charter School also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School conducts the lottery in the spring for enrollment in fall of that year.



## IX. Element 9 -- Financial Audit

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***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."***

### ***Education Code Section 47605(c)(5)(I)***

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

The Council of Directors selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the County Office of Education, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal/Superintendent, along with an audit committee, review any audit exceptions or deficiencies and report to the Charter School Council of Directors with recommendations on how to resolve them. The Council submits a report to the County Office of Education describing how the exceptions and deficiencies have been or are resolved to the satisfaction of the County Office of Education along with an anticipated timeline for the same. Audit appeals or requests for summary review are submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.



## X. Element 10 -- Student Discipline

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

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

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

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

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

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

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

### **Education Code Section 47605(c)(5)(J)**

YES CHARTER ACADEMY has developed and maintains a comprehensive set of student discipline policies. These policies are printed and distributed as part of YES CHARTER ACADEMY's Parent/Student handbook and clearly describe YES CHARTER ACADEMY's expectations regarding attendance, mutual



respect, substance abuse, violence, safety, and work habits. The policies are developed to conform to applicable federal law regarding students with exceptional needs.

The YES CHARTER ACADEMY Principal/Superintendent may, pursuant to YES CHARTER ACADEMY-adopted policies, suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and/or safety may be suspended and later expelled by the Council of Directors upon the recommendation of the Principal/Superintendent.

## A. Methods of Discipline

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension, and expulsion. At YES CHARTER ACADEMY corporal punishment is not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to school property.

## B. Expulsion Decision

Prior to expulsion, students are accorded due process unless the student's conduct presents an immediate threat to the health or safety of others. YES CHARTER ACADEMY notify notifies the County Office of Education of any expulsions and includes suspensions and expulsions data in its annual performance report.

## C. County Office of Education Notification

Pursuant to Education Code 47605(e)(3), if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, YES CHARTER ACADEMY notifies the superintendent of the school district of the pupil's last known address within thirty (30) days, upon request, provides the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200.

## D. Pupil Suspension and Expulsion Policy

### 1. Definitions (as used in this policy)

- Council of Directors means governing body of YES CHARTER ACADEMY.
- Expulsion means disenrollment from YES CHARTER ACADEMY.



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- School day means a day upon which YES CHARTER ACADEMY is in session or weekdays during the summer recess.
- Suspension means removal of a pupil from ongoing instruction for adjustment purposes. However, suspension does not mean the following:
  - Reassignment to another education program or class at the charter school where the pupil receives continuing instruction for the length of day prescribed by the Council of Directors for pupils of the same grade level
  - Referral to a certificated employee designated by the Principal/Superintendent to advise pupils.
  - Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal/Superintendent or designee.
- Pupil also includes a pupil's parent or guardian or legal counsel or other representative.
- School means the Yuba Environmental Science Charter Academy.

## 2. Policy

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This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at YES CHARTER ACADEMY. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions expulsions involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions expulsions, and involuntary removal, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serves as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describes discipline expectations. Corporal punishment is not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.



The Principal/Superintendent ensures that students and their parents/guardians<sup>4</sup> are notified in writing upon enrollment of all discipline policies and involuntary removal policies and procedures. The notice states that this Policy and Administrative Procedures are available on request at the Principal/Superintendent's office.

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

A student identified as an individual with disabilities or for whom YES CHARTER ACADEMY has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. YES CHARTER ACADEMY follows Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, or for whom YES CHARTER ACADEMY has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

### 3. Grounds for Suspension and Expulsion of Students

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<sup>4</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.



A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at YES CHARTER ACADEMY or at any other school or a School sponsored event at any time, including but not limited to

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off YES CHARTER ACADEMY campus
- During, going to, or coming from a school-sponsored activity
- Online or by electronic means relating to school, school staff, and/or fellow students

#### 4. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug



paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, hazing means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, hazing does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, terroristic threat include any statement, whether written or oral, by a person who willfully threatens to commit a crime which results in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.



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- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section applies to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated a student or group of school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  3. Causing a reasonable student to experience substantial interference with his or her academic performance.
  4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a



communication, including, but not limited to, any of the following:

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

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

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



- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Superintendent or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Superintendent or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.



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- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm or weapon, i.e.: a replica of a firearm or weapon that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm or weapon.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, hazing means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, hazing does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials, students, and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, terroristic threats include any statement, whether written or oral, by a person who willfully threatens to commit a crime which results in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an



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- immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e) of the Education Code. This section applies to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act.
1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



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2. "Electronic Act" is defined as the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

(t) A pupil who aids or abets, as defined in ~~Section 31 of the~~ Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3).

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



4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Superintendent or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Council of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student are expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term firearm means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term destructive device means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.



## 1. Suspension Procedure

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Suspensions initiated according to the following procedures:

### 1. Conference

Suspensions are preceded, if possible, by a conference conducted by the Principal/Superintendent or the Principal/Superintendent designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal/Superintendent or designee.

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

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

### 2. Notice to Parents/Guardians

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

### 3. Suspension Time Limits/Recommendation for Expulsion

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



unless the student and the student's parent/guardian fail to attend the conference.

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

YES CHARTER ACADEMY will comply with federal and state constitutional procedural and substantive due process requirements for suspensions of 10 or more days by not suspending any student for 10 or more days. Accordingly, no process is necessary for the student to have a fair opportunity to present testimony, evidence, witnesses, a rebuttal of the charge(s), and cross-examine adverse witnesses, or the right to bring legal counsel or an advocate, in the case of a suspension of 10 days or more, as, again, no student will be suspended for 10 or more days. While YES CHARTER ACADEMY will not suspend any student for 10 or more days, if a student somehow were to be suspended for 10 or more days, the Expulsion Procedures listed below would apply to such a suspension. The procedures provide for – (1) “timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights,” in accordance with Education Code Section 47605(5)(J)(ii)(I), by serving the student and the student’s parent/guardian with written notice of the hearing at least ten (10) calendar days prior to the hearing; and (2) “a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate,” in accordance with Education Code Section 47605(5)(J)(ii)(II), by timely holding a hearing after the determination is made that the student should be suspended, wherein the student has a fair opportunity to present testimony, evidence, and witnesses and confront adverse witnesses with the right to counsel or an advocate.

#### 4. Homework Assignments During Suspension

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

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

## 2. Authority to Expel

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As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.



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

### 3. Expulsion Procedures

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Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing is held within thirty (30) school days after the Principal/Superintendent or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it makes a recommendation to the Council of Directors for a final decision whether to expel. The hearing is held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing is forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it is deemed served upon the pupil. The notice includes:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school County Office of Education or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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The Charter School may, upon a finding of good cause, determine that the disclosure of either



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the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that is examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, is made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness is allowed periods of relief from examination and cross examination during which he or she may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and is helpful to the Charter School. The person presiding over the hearing permits the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official admonishes the support person or persons not to prompt, sway, or influence the witness in any way. Nothing precludes the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person is presented before the testimony of the complaining witness and the complaining witness is excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in



public at the request of the pupil being expelled, the complaining witness have has the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and is not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness is provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness is entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## 5. Record of Hearing

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

## 6. Presentation of Evidence

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

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

The decision of the Administrative Panel is in the form of written findings of fact and a written recommendation to the Council who makes a final determination regarding the expulsion. The final decision by the Council is made within ten (10) school days following the conclusion of the hearing. The Decision of the Council is final.



If the Administrative Panel decides not to recommend expulsion, or the Council of Directors ultimately decides not to expel, the pupil is immediately be returned to his/her educational program.

## 7. Written Notice to Expel

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

The Principal/Superintendent or designee sends a copy of the written notice of the decision to expel to the authorizer. This notice includes the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## 8. Disciplinary Records

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The Charter School maintains records of all student suspensions and expulsions at the Charter School. Such records are made available to the authorizer upon request.

## 9. No Right to Appeal

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The pupil have no right of appeal from expulsion from the Charter School as the Charter School Council's decision to expel are final.

## 10. Expelled Pupils/Alternative Education

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Parents and/or guardians of pupils who are expelled are responsible for seeking alternative education programs including, but not limited to, programs within the County or their school County Office of Education of residence. The Charter School works cooperatively with parents/guardians as requested by parents/guardians or by the school County Office of Education of residence to assist with locating alternative placements during expulsion.

## 11. Rehabilitation Plans

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Students who are expelled from the Charter School is given a rehabilitation plan upon expulsion as developed by the Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation



plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## 12. [Readmission](#)

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

## 13. [Notice to Teachers](#)

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

## 14. [Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities](#)

### 1. Notification of County Office of Education

The Charter School immediately notifies the County Office of Education and coordinates the procedures in this policy with the County Office of Education of the discipline of any student with a disability or student who the Charter School or County Office of Education is deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and



modifications, that are designed to address the behavior violation so that it does not recur. These services are provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to



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the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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

### 5. Special Circumstances

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

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

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

### 6. Interim Alternative Educational Setting

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



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

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

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

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

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

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

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



## XI. Element 11 -- Retirement Systems

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***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."***

### **Education Code Section 47605(c)(5)(K)**

Non-certificated employees at YES CHARTER ACADEMY participate in the federal social security system. Certificated employees participate in the State Teachers' Retirement System (STRS). YES CHARTER ACADEMY will not offer California Public Employees' Retirement System benefits to its employees. YES CHARTER ACADEMY may opt to offer an appropriate retirement plan (such as a 401(k) or 403(b)) to employees in the future. The County Office of Education (per Education Code) cooperates as necessary to forward any required payroll deductions and related data for STRS. The Principal/Superintendent is responsible for ensuring that appropriate arrangements for coverage are made.



## XII. Element 12 -- Public School Attendance Alternatives

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***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."***

### **Education Code Section 47605(c)(5)(L)**

No student may be required to attend the Charter School. Students who reside within the County Office of Education who choose not to attend YES CHARTER ACADEMY may attend school within their school of residence according to County Office of Education policy or at another school district or school within the County Office of Education through the County Office of Education's intra and inter-County Office of Education policies. Parents and guardians of each student enrolled in the Charter School are informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.



### XIII. Element 13 -- Rights of School County Office of Education Employees

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***"The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."***

#### **Education Code Section 47605(c)(5)(M)**

No public school County Office of Education employee is required to work at the Charter School. Employees of the County Office of Education who choose to leave the employment of the County Office of Education to work at YES CHARTER ACADEMY have no automatic rights of return to the County Office of Education after employment at YES CHARTER ACADEMY unless specifically granted by the County Office of Education through a leave of absence or other agreement or policy of the County Office of Education as aligned with the collective bargaining agreements of the County Office of Education. The County Office of Education does not have the right to place teachers at the

YES CHARTER ACADEMY Charter School employees have any right upon leaving the County Office of Education to work in the Charter School that the County Office of Education may specify, any rights of return to employment in a school County Office of Education after employment in the Charter School that the County Office of Education may specify, and any other rights upon leaving employment to work in the Charter School that the County Office of Education determines to be reasonable and not in conflict with any law.

All employees of the Charter School are considered the exclusive employees of the Charter School and not of the County Office of Education, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the County Office of Education or any other school district are not transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



#### XIV. Element 14 -- Dispute Resolution Process

***"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."***

##### **Education Code Section 47605(c)(5)(N)**

#### A. Intent

The intent of this dispute resolution process is to 1) resolve disputes within the school pursuant to the school's policies, 2) minimize the oversight burden on the County Office of Education, 3) ensure a fair and timely resolution to disputes, and 4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

#### B. Internal Disputes

The Council of Directors adopts an internal dispute resolution procedure that is binding on students, parents, volunteers, YES CHARTER ACADEMY personnel, and Council of Directors members. The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, board members, volunteers, and staff at YES CHARTER ACADEMY are provided with a copy of YES CHARTER ACADEMY's policies and dispute resolution process, at minimum, via the Charter School's website, and via the Parent-Student Handbook, and agree to work within it. The County Office of Education and Council of Directors agree to refer all complaints regarding YES CHARTER ACADEMY's operations, policies and procedures to YES CHARTER ACADEMY's Principal for resolution in accord with YES CHARTER ACADEMY's adopted policies. In the event that YES CHARTER ACADEMY's Principal fails to resolve the dispute, it may be referred to YES CHARTER ACADEMY's Council of Directors. The Board of Yuba County Office of Education agrees not to intervene in the dispute without the consent of the Council of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

The Council of Directors has authority to make final determinations regarding all internal disputes. The Yuba County Office of Education has no authority or involvement in YES CHARTER ACADEMY internal disputes.

#### C. Disputes Between YES CHARTER ACADEMY and the County Office of Education

The staff and Council of Directors of YES CHARTER ACADEMY and YCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

YES CHARTER ACADEMY works with the County Office of Education in good faith to informally resolve any disputes that may arise between them. Should informal resolution of such disputes fail, the following Dispute Resolution Process prevails.

In the event of a dispute between the Charter School and the County Office of Education, Charter School staff, employees and Council members of the Charter School and the County Office of Education agree to first frame the issue in written format (dispute statement) and to refer the issue to the County Office of Education Superintendent and Principal of the Charter School. In the event that the County Office of Education Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this is noted in the written dispute statement, although it recognizes it cannot legally bind the County Office of Education to do so. However, participation in the dispute resolution procedures outlined in this section is not be interpreted to impede or act as a pre-requisite to the County Office of Education's ability to proceed with revocation in accordance with Education Code Section 47607.

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

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session is developed jointly by the Superintendent and the Principal. Mediation is held within sixty business days of receipt of the dispute statement. The costs of the mediator are split equally between the County Office of Education and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County Office of Education and the Charter School.



## XV. Element 15 -- School Closure Procedures

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”***

### **Education Code Section 47605(c)(5)(O)**

#### A. Closure Protocol

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The following procedures apply in the event YES CHARTER ACADEMY closes. The following procedures apply regardless of the reason for closure. Closure of YES CHARTER ACADEMY is documented by official action of the Council of Directors. The action identifies the reason for closure. The Council of Directors promptly notifies YCOE of the closure and of the effective date of the closure. The Council of Directors ensures notification to the parents and students of YES CHARTER ACADEMY of the closure and provides information to assist parents and students in locating suitable alternative programs. This notice is provided promptly following YES CHARTER ACADEMY’s Council of Directors decision to close YES CHARTER ACADEMY.

Should YES CHARTER ACADEMY close, the following procedures are followed to ensure an orderly closing of the school:

- The school principal and Council chairperson are designated as the responsible parties to conduct closure-related activities
- The school principal and Council chairperson ensures that the parents/guardians of pupils, YCOE, the Yuba County SELPA, the STRS retirement system and Federal Social Security Administration, and the California Department of Education are informed in a timely fashion about:
  - The effective date of the closure
  - The names and contact information of the principal and Council chairperson to whom reasonable inquiries about the closure may be made
  - The pupils’ districts of residence
  - The manner in which parents or guardians of pupils may obtain of pupil records, including specific information on completed courses and credits that meet graduation requirements

The Council ensures that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice is provided promptly following the Council's decision to close the Charter School.



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

As applicable, the Charter School provides parents, students and the County Office of Education with copies of all appropriate student records and otherwise assists students in transferring to their next school. All transfers of student records is made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. The Charter School asks the County Office of Education to store original records of Charter School students. All records of the Charter School are transferred to the County Office of Education upon Charter School closure. If the County Office of Education does not or cannot store the records, the Charter School works with the County Office of Education to determine a suitable alternative location for storage.

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

Additionally:

- The principal and chairperson maintain a current list of students by grade level and the classes that the students have completed, together with information on the pupils' residence
- The principal and chairperson ensure that they have all pupil records, all state assessment results, and any special education records for pupils, and that these records are kept in a secure, accessible location
- The principal and chairperson transfer and maintain personnel records in accordance with applicable law and in accordance with Section 11962 of Title 5 of the California Code of Regulations
- An independent educational consultant may be hired to collect, organize, and submit copies of all student records to the District and/ or the school that receives the students
- The principal and chairperson ensure that an independent final audit is completed within six months after the closure of the school. This audit may function as the annual audit, and it include:
  - An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value
  - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
  - An assessment of the disposition of any restricted funds received by or due to the charter school.
- The principal and chairperson ensure the orderly disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
  - The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which



## YUBA ENVIRONMENTAL SCIENCE TK-12 CHARTER ACADEMY

may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

- The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- The principal and chairperson ensure that the annual reports required pursuant to Education Code Section 47604.33 are completed and filed.
- The school sets aside a reserve/contingency fund for the expeditious completion of these tasks.

On closure of YES CHARTER ACADEMY, all assets of YES CHARTER ACADEMY, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending YES CHARTER ACADEMY, remain the sole property of YES CHARTER ACADEMY and are distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, YES CHARTER ACADEMY remains solely responsible for all liabilities arising from the operation of YES CHARTER ACADEMY.

As YES CHARTER ACADEMY is organized as a nonprofit public benefit corporation, the YES CHARTER ACADEMY Council of Directors follows the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and files all necessary filings with the appropriate state and federal agencies.

Additional policies and procedures are determined as needed by the Council of Directors based on the needs of the school and the County Office of Education.

## Yuba County Office of Education Staff Report Yuba Environmental Science Charter Academy Request for Material Revision

On April 15, 2025, the Yuba Environmental Science Charter Academy (“Charter School” or “YES”) submitted a request for material revision to the Yuba County Office of Education (“County Office” or “the YCOE”). If approved, the request would enable the charter school to offer a long-term independent study option to families for the enrolled grade levels.

### **Background**

YES Charter began serving students on August 18, 2008, under the authorization and oversight of Marysville Joint Unified School District. The Charter came to the Yuba County Board of Education (“the Authorizer” or “the YCBE”) on appeal when denied renewal in 2014. At that time, the charter was approved by the Yuba County Board of Education for a five-year term. It was successfully renewed by the Yuba County Board of Education in February 2019 and approved a 9-12 grade level expansion in 2023. YES began serving 9th-grade students in August of 2024 for the 2024-2025 school year.

The current five-year petition term was set to expire on June 30, 2024; however, AB 130 added a mandatory two-year extension to all petitions, thus extending the expiration date of this charter to June 30, 2026.

### **Material Revision**

Education Code section 47607(a)(2) states that a material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter, and that a material revision to a charter petition is governed by the standards and criteria in section 47605 “and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Unlike a new petition or renewal, a request for material revision has no time frame for decision and no findings requirement for denial. The request is not deemed granted if not denied within the statutory timeline, and there are no time limits on submission or the appeal process. Despite the allowable differences, the Yuba County Office of Education and the Yuba County Board of Education consider it a best practice to maintain standard timelines and procedures, where practicable.

## Public Hearing

In alignment with Education Code 47605(b), the Yuba County Board of Education held a Public Hearing to consider the level of support for the petition and conducted a second public hearing before rendering its decision. Findings of fact were shared with the Charter in advance of the determination hearing.

## Reasons for Denial

The authorizing board believes it is best practice to remain objective and consider the standard reasons for denial and make written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings when considering a request for a material revision:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) [of section 47605]. **This item only pertains to new petitions.**
4. The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of section 47605].
5. The petition does not contain reasonably comprehensive descriptions of all of the 15 elements set forth in [section 47605, subdivision (b)(5)].
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. (Education Code § 47605(b))

Two other findings may support denial of a material revision that proposes to expand an existing charter school:

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. This finding must include an analysis and consideration of the fiscal impact of the proposed charter school. Pursuant to Education Code §47605(c)(7), the county board of education must also describe the specific facts and circumstances that analyze and consider:
  - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
8. Whether the proposed charter school would duplicate a program currently offered within the school district and whether the existing program has sufficient capacity for the pupils

proposed to be served within reasonable proximity to where the charter school intends to locate.

- a. To deny a petition based on fiscal impact under 47605(c)(8), the school district must demonstrate it is not positioned to absorb the fiscal impact of the proposed charter school.

(Ed. Code sec. 47607(a)(4).) For a material revision, analysis under paragraphs (7) and (8) above shall be limited to consideration only of the impact of the proposed material revision.

## STAFF REPORT FINDINGS OF FACT: YES CHARTER REQUEST FOR MATERIAL REVISION

### At a Glance

	Meets Requirements		Mostly Meets Requirements		Does Not Meet Requirements
GUIDING QUESTIONS BASED ON REASONS FOR DENIAL					
#1	Does this charter present a sound educational program?				MOSTLY MEETS REQUIREMENTS
#2	Are the petitioners demonstrably likely to successfully implement the program set forth in the petition?				MOSTLY MEETS REQUIREMENTS
#3	Does the petition contain the number of signatures required?				NOT APPLICABLE
#4	Does the petition contain an affirmation of each of the conditions described in subdivision (e) [of section 47605]?				MEETS REQUIREMENTS
#5	Does the petition contain reasonably comprehensive descriptions of all of the 15 elements set forth in section 47605, subdivision (c)(5)?				MOSTLY MEETS REQUIREMENTS

Elements		Topic	Comprehensive Description	Summary of Deficiency
A	Element 1	Educational Program	MEETS REQUIREMENTS	
B	Element 2	Measurable Student Outcomes	MEETS REQUIREMENTS	

C	Element 3	Student Progress Measurement	MEETS REQUIREMENTS	
D	Element 4	Governance	MOSTLY MEETS REQUIREMENTS	<ul style="list-style-type: none"> <li>• Submission lacks Bylaws and key policies</li> <li>• Inconsistent versions of the council of directors' rosters</li> </ul>
E	Element 5	Employee Qualifications	DOES NOT MEET REQUIREMENTS	<ul style="list-style-type: none"> <li>• Inappropriately credentialed staff</li> </ul>
F	Element 6	Health and Safety	DOES NOT MEET REQUIREMENTS	<ul style="list-style-type: none"> <li>• Inappropriate use of facilities; misalignment with submitted school map</li> </ul>
G	Element 7	Racial/Ethnic Balance	MEETS REQUIREMENTS	
H	Element 8	Admissions	MEETS REQUIREMENTS	
I	Element 9	Independent Audits	MEETS REQUIREMENTS	
J	Element 10	Suspension / Expulsion	MEETS REQUIREMENTS	
K	Element 11	STRS	MEETS REQUIREMENTS	
L	Element 12	Attendance Alternatives	MEETS REQUIREMENTS	
M	Element 13	Post-Employment Rights	MEETS REQUIREMENTS	
N	Element 14	Dispute Resolution	MEETS REQUIREMENTS	
O	Element 15	Closure Procedures	MEETS REQUIREMENTS	
<b>Required Supplemental Information</b>			<b>Comprehensive Description</b>	<b>Summary of Deficiency</b>
1. Financial/ Administrative Plan			MEETS REQUIREMENTS	
2. Facilities			MEETS	

	REQUIREMENTS	
3. Impact Statement	MEETS REQUIREMENTS	
4. Special Education	MEETS REQUIREMENTS	
5. Independent Study	MOSTLY MEETS REQUIREMENTS	<ul style="list-style-type: none"> <li>• The Independent Study Policy contains conflicting language</li> <li>• Inclusion of legally compliant supporting (Appendix) documents</li> </ul>

GUIDING QUESTIONS BASED ON REASONS FOR DENIAL		
#6	<b>Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?</b>	YES
#7	<b>Will the charter schools serve the interests of the entire community in which the school is proposing to locate?</b>	YES
#8	<b>Is the district positioned to absorb the fiscal impact of the proposed charter school?</b>	YES

## Detailed Staff Report

### #1 Does the petitioner present an unsound educational program?

YES Charter Academy proposes a sound educational program grounded in environmental science, sustainability, and civic responsibility that is aligned with the needs of its target student population and the surrounding community. YES Charter Academy proposes both traditional classroom/outdoor classroom-based instruction and hands-on projects related to the stewardship of the natural environment surrounding the school, as well as a “long-term independent study program [that] provides flexibility for students who may have unique needs.”

Although YES Charter Academy seeks to meet the unique needs of students via a long-term independent study program, the YCOE review team questions whether this program aligns with their mission and vision to provide “a nurturing and stimulating environment that maximizes individualized education and project-based learning.”

**#2 Are the petitioners demonstrably likely to implement the program set forth in the petition successfully?**

As stated in the petition for material revision, YES Charter Academy has offered long-term, independent study for no more than 20% of its total average daily attendance since its inception, despite the repeated omission of this type of program in its approved charter.

The YCOE review team is concerned about YES Charter Academy’s ability to provide appropriately credentialed teachers due to their current mis-assigned teacher staffing in both their classroom-based and non-classroom-based programs. The director/principal is currently designated in CALPADS as the teacher of record for the K-9th grade independent study program; however, during the June YCOE board meeting for the Public Hearing of the Material Revision Petition, an uncredentialed coordinator was identified as the “teacher” who supervises the students on independent study. YES Charter Academy will likely be unable to clear credentials and/or hire appropriately credentialed and/or permitted staff for all teaching positions on campus and for the independent study program, which would result in a *Notice of Concern* being issued to the school.

**#3 Signature collection** does not apply to material revisions and renewals.

**#4 Does the petition contain an affirmation of each of the conditions described in subdivision (e) [of section 47605]?**

Yes. All required affirmations are contained within the petition.

**#5 Does the petition contain reasonably comprehensive descriptions of all of the 15 elements set forth in section 47605, subdivision (c)(5)?**

The petition contains many of the required elements; however, required legal and/or comprehensive descriptions are missing, as described below.

**D. Element 4 Governance Structure is missing the following required description:**

- A requirement to include a set of bylaws and basic policies.
- A requirement to include specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest, and ensure the implementation and monitoring of those policies. The petition referred to Appendix 6, but Appendix 6 was not provided in the submission packet.

**E. Element 5 Employee Qualifications**

- Although the petition describes and affirms that grades 9-12 core and college preparatory teachers will hold appropriate Commission on Teacher Credentialing certificates,

multiple teachers do not possess proper EL authorization, hold temporary certificates that cannot be renewed, or are not appropriately credentialed for core 9-12 subjects as mandated by the Commission on Teacher Credentialing..

#### **Additional Concerns:**

- YES Charter has been identified for Williams Act monitoring due to the misassignment of teachers.
- The teacher of record for the independent study (homeschool) program is the school director, but a non-certificated/permitted coordinator oversees the students' independent study program. Schools must ensure that independent study for each pupil is coordinated, evaluated, and conducted under the general supervision of an employee of the local educational agency who possesses a valid certification document, as required by Section 44865, or an emergency credential, as required by Section 44300, in accordance with law. [Ref. Education Code Section 51747.5(a)].

#### **F. Element 6 Health and Safety**

- YES Charter Academy is using unsafe spaces for student counseling services, independent study services, and art classes. No documentation has been submitted to confirm that the shipping container used for the long-term independent study program and counseling services, as well as the shed for the art program, comply with federal, state, and local building codes, fire codes, and ADA regulations. The school site map should reflect all current buildings and spaces used for student services, enabling effective communication with inspectors, law enforcement, and the Fire Marshal in case of an emergency.

#### **Required Supplemental Information: Independent Study**

- The Independent Study Policy 6158 states that access shall include all courses offered for graduation and approved by the UC/CSU, A-G admissions criteria (3), but later in the policy contradicts this language stating, courses required for high school graduation or for admission to UC or CSU shall not be offered exclusively through independent study (11).
- The policy contains a reference to “courses offered by the district.” Charter policy/regulation should not refer to the Charter as a District.
- Best practice would be to include submitting additional supporting documents in the Appendix to support the school’s understanding of high-stakes independent study legal requirements for this request for material revision (e.g., the Master Agreement).

**#6 Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?**

Yes, the material revision contains the appropriate declaration.

**#7 Is the charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate?**

No. The charter school has been in good standing with the Yuba County Board of Education for several years. The proposed charter school does not substantially undermine existing services, academic offerings, or programmatic offerings, nor does it duplicate a program currently offered within the school district.

**#8 Is the district positioned to absorb the fiscal impact of the proposed charter school?**

There has been no contest to the material revision in a public hearing, and no demonstration of the inability to absorb the fiscal impact of the proposed charter school based on the material revision.

## **Conclusion**

California Education Code 47607(2)(A) states that material revisions of charters are governed by the standards and criteria in Section 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. The Yuba County Office of Education provided ample support in preparing for petition submission; however, it is the petitioner's responsibility to demonstrate an understanding of legal requirements by ensuring that comprehensive descriptions and supporting documents are complete and accurate.

Some findings, such as *Governance Structure*, lacked the required policy submissions. Although this is not a valid reason to omit inclusion in a comprehensive petition, YCOE has current copies of these policies on file as part of its annual oversight process. Other findings (*Employee Qualifications, Health and Safety, Independent Study Policy*) are more complex and would directly impact outcomes for students and/or violate the law. The conflicting language of independent study policy and regulation, along with the absence of additional supporting documentation (e.g., Master Agreement), raises the question: Does YES Charter understand independent study law well enough to implement it without audit findings or poor student outcomes? While there is strong evidence of a commitment to serving all students through both classroom-based and long-term independent study programs, the lack of appropriately credentialed staff, misassignment of teachers, and misuse of facilities constitutes a violation of the California Education and/or Local Code.

The following paragraphs contain language to support the Yuba County Board of Education should they choose to approve **or** deny YES Charter School's request for long-term independent study.

### **Option 1**

Should the Yuba County Board of Education **approve** the request for a long-term independent study program, the YCOE recommends adopting the findings outlined in this Staff Report with **conditional approval** of the material revision, contingent upon YES Charter Academy meeting all conditions by July 31, 2025. Failure to meet or satisfy any deadline will result in denial and may prompt a *Notice of Concern*.

1. YES Charter Academy will ensure that the independent study program has appropriately credentialed and assigned staff and provide evidence of this via DTS Vault for review by the YCOE Credential Analyst and the Deputy Superintendent.
2. YES Charter Academy will provide a legally compliant copy of the Master Agreement for Long-Term Independent Study and Student Learning Plan, which will include the name of the organization or individual, the title of the qualified reviewer, and the date of the last review.
3. YES Charter Academy will only use legally compliant and approved spaces for school operations. YES Charter Academy will provide an updated school site map that identifies all spaces to be used for school operations, including the space designated for long-term independent study.

**-or-**

### **Option 2**

Should the Yuba County Board of Education **approve the material revision without conditions**, the Board does not need to make or adopt any written findings of fact.

**-or-**

### **Option 3**

Should the Yuba County Board of Education **deny** the YES Charter Academy's request for a material revision, it is best practice for the Board to make written findings specific to support the denial. In this event, it is strongly recommended that the Board adopt the following findings:

The Yuba County Office of Education reviewed the request for material revision utilizing the criteria for approval outlined in Education Code Section 47607. Based upon its comprehensive review and analysis of the request for material revision and oversight documentation, the Yuba County Board of Education finds that the petitioner presents an unsound educational program and is demonstrably unlikely to successfully implement the program as proposed. There are several bases for denial, including but not limited to

1. A lack of appropriately credentialed staff,
2. A lack of clarity and transparency regarding the independent study policy,

3. Concern for student and staff safety based on the use of existing facilities, a submitted campus map, and as documented in recent site visits and this report, and
4. A charter petition that is not comprehensive in several of its descriptions, as described within this staff report.

● Yuba County Office of Education  
Staff Report for  
Yuba Environmental Science Charter  
School Material Revision  
Determination Hearing

**July 9, 2025**

# Material Revision At-A-Glance



- YES Charter submitted a material revision request, if approved, would allow the charter to offer a long-term independent study program.
- A material revision can only be made with the approval of the YCOE Board
- A request for material revision has no time frame for decision and no findings requirement for denial.



# YES Charter At-A-Glance



	Meets Requirements		Mostly Meets Requirements		Does Not Meet Requirements
<b>GUIDING QUESTIONS BASED ON REASONS FOR DENIAL</b>					
#1	Does this charter present a sound educational program?				MOSTLY MEETS REQUIREMENTS
#2	Are the petitioners demonstrably likely to successfully implement the program set forth in the petition?				MOSTLY MEETS REQUIREMENTS
#3	Does the petition contain the number of signatures required?				NOT APPLICABLE
#4	Does the petition contain an affirmation of each of the conditions described in subdivision (e) [of section 47605]?				MEETS REQUIREMENTS
#5	Does the petition contain reasonably comprehensive descriptions of all of the 15 elements set forth in section 47605, subdivision (c)(5)?				MOSTLY MEETS REQUIREMENTS



# SECTION 1

## Findings Summary- Petition Elements



Elements		Topic	Comprehensive Description	Summary of Deficiency
A	Element 1	Educational Program	MEETS REQUIREMENTS	
B	Element 2	Measurable Student Outcomes	MEETS REQUIREMENTS	
C	Element 3	Student Progress Measurement	MEETS REQUIREMENTS	
D	Element 4	Governance	MOSTLY MEETS REQUIREMENTS	<ul style="list-style-type: none"> <li>Submission lacks Bylaws and key policies</li> <li>Inconsistent versions of the council of directors' rosters</li> </ul>
E	Element 5	Employee Qualifications	DOES NOT MEET REQUIREMENTS	<ul style="list-style-type: none"> <li>Inappropriately credentialed staff</li> </ul>
F	Element 6	Health and Safety	DOES NOT MEET REQUIREMENTS	<ul style="list-style-type: none"> <li>Inappropriate use of facilities; misalignment with submitted school map</li> </ul>
G	Element 7	Racial/Ethnic Balance	MEETS REQUIREMENTS	
H	Element 8	Admissions	MEETS REQUIREMENTS	
I	Element 9	Independent Audits	MEETS REQUIREMENTS	
J	Element 10	Suspension / Expulsion	MEETS REQUIREMENTS	
K	Element 11	STRS	MEETS REQUIREMENTS	
L	Element 12	Attendance Alternatives	MEETS REQUIREMENTS	
M	Element 13	Post-Employment Rights	MEETS REQUIREMENTS	
N	Element 14	Dispute Resolution	MEETS REQUIREMENTS	
O	Element 15	Closure Procedures	MEETS REQUIREMENTS	



## Findings Summary- Petition Elements



D	Element 4	Governance	<b>MOSTLY MEETS REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Submission lacks Bylaws and key policies</li> <li>• Inconsistent versions of the council of directors' rosters</li> </ul>
E	Element 5	Employee Qualifications	<b>DOES NOT MEET REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Inappropriately credentialed staff</li> </ul>
F	Element 6	Health and Safety	<b>DOES NOT MEET REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Inappropriate use of facilities; misalignment with submitted school map</li> </ul>



## Findings Summary- Petition Elements



Required Supplemental Information	Comprehensive Description	Summary of Deficiency
1. Financial/ Administrative Plan	MEETS REQUIREMENTS	
2. Facilities	MEETS REQUIREMENTS	
3. Impact Statement	MEETS REQUIREMENTS	
4. Special Education	MEETS REQUIREMENTS	
5. Independent Study	MOSTLY MEETS REQUIREMENTS	<ul style="list-style-type: none"> <li>• The Independent Study Policy contains conflicting language</li> <li>• Inclusion of legally compliant supporting (Appendix) documents</li> </ul>



# SECTION 2

## Reasons for Denial



It is best practice to remain objective and consider the standard reasons for denial, specific to the particular petition, setting forth specific facts to support one or more of the following findings when considering a request for a material revision.

The petitioners/charter:

- presents an unsound educational program...
- are demonstrably unlikely to successfully implement the program...
- does not contain an affirmation of each of the [required] conditions...
- does not contain reasonably comprehensive descriptions of all 16 required elements...
- does not contain a declaration of [who will be] the exclusive public employer...
- Has other findings that might serve as a basis for the county board of education's denial of the petition



# SECTION 3

## Details for Guiding Questions



*Question #1: Does the petitioner present an unsound educational program?*

- YES Charter Academy proposes a sound educational program grounded in environmental science, sustainability, and civic responsibility
- YCOE review team questions whether this program aligns with their mission and vision to provide “a nurturing and stimulating environment that maximizes individualized education and project-based learning.”



# SECTION 3

## Details for Guiding Questions



*Question #2: Are the petitioners demonstrably likely to implement the program set forth in the petition successfully?*

- YES Charter has offered long-term, independent study since its inception, *despite the repeated omission* of this type of program in its approved charter.
- There is concern about YES Charter’s ability to provide appropriately credentialed teachers due to their current mis-assigned teacher staffing.



# SECTION 3

## Details for Guiding Questions



*Question #5 Does the petition contain reasonably comprehensive descriptions of all of the 15 elements set forth in section 47605, subdivision (c)(5)?*

- The petition contains many of the required elements; however, required legal and/or comprehensive descriptions are missing:
  - Element 4 Governance Structure
  - Element 5 Employee Qualifications
  - Element 6 Health and Safety



# SECTION 3

## Details for Guiding Questions



### *Governance Structure:*

- Missing a set of bylaws/basic policies
- Missing policies of internal controls (fraud, embezzlement & conflict of interest). Referenced in the document but not included in the submission



# SECTION 3

## Details for Guiding Questions



### *Employee Qualifications*

- Multiple teachers do not possess required EL authorization
- Several teachers hold temporary certificates that cannot be renewed
- Some teachers are not appropriately credentialed for core 9-12 subjects as mandated by the Commission on Teacher Credentialing
- Teacher of record for independent study (homeschool) differs from teacher in classroom
- Identification for Williams Monitoring due to teacher misassignment



# SECTION 3

## Details for Guiding Questions



### *Health and Safety*

- Unsafe spaces used for student counseling services, independent study services, and art classes.
- No documentation has been submitted to confirm that the shipping container used for the long-term independent study program and counseling services, as well as the shed for the art program, comply with federal, state, and local building codes, fire codes, and ADA regulations.



## Details for Guiding Questions



### *Supplemental Question: Independent Study*

- Confusing language in Policy 6158 referring to UC/CSU courses
- Charter policy/regulation should not refer to the Charter as a District.
- Additional supporting documents in the Appendix are needed to support the school's understanding of high-stakes independent study legal requirements for this request for material revision (e.g., the Master Agreement).



# SECTION 4

## Conclusion



Some findings lacked required policy submissions while other findings are more complex and would directly impact outcomes for students and/or violate the law.

***Does YES Charter understand independent study law well enough to implement it without audit findings or poor student outcomes?***

While there is strong evidence of a commitment to serving all students through both classroom-based and long-term independent study programs, the lack of appropriately credentialed staff, misassignment of teachers, and misuse of facilities constitutes a violation of the California Education and/or Local Code.



# YCOE Board Decision



The Staff Report contains language to support the Yuba County Board of Education should they choose to *approve*, *approve with condition* or *deny* the Yuba Environmental Science Charter's request for renewal.



Yuba County Office of Education Special Education Department

Subject: Adoption of UCSF Multitudes Reading Difficulties Screener for early identification and support

Submitted by: Kristen Nottle-Powell, Assistant Superintendent of Special Education

Date: 6/27/2025

Background: SB 114 added Education Code 53008 requires all California local educational agencies (LEAs) to adopt a screening instrument by June 30, 2025, to allow for early identification and intervention of reading difficulties, including dyslexia, for students in kindergarten to grade two.

**Summary:** Yuba County Office of Special Education Department will adopt the UCSF Multitudes Reading Screener to support the early identification of students at risk for reading difficulties, including dyslexia. Developed by the UCSF Dyslexia Center, this evidence-based tool is aligned with the California Dyslexia Guidelines and offers a neuroscience-informed, equitable approach to literacy screening.

For the 2025-2026 school year, our school psychologist team will be trained to implement the screener and estimate minimal usage with our Extensive Support Needs Students as students with a diagnosis of a reading difficulty, reading disorder or other disability and / or has an IEP may be exempted where parent provides written consent to waive this state mandated assessment.

**Background and Rationale:** Reading difficulties are among the most common learning challenges students face, and early detection is critical to providing effective support. The California Education Code (53070-53076) encourages the use of universal screening tools to identify students at risk for dyslexia and other reading disorders. UCSF Multitudes is uniquely designed to meet this need through:

- **Neuroscience-informed practices:** Multitudes is based on cutting-edge neuroscience research, ensuring that the screening process is grounded in the latest understanding of reading development and disorders.
- **Equity-centered, culturally responsive framework:** The tool is designed to be inclusive and sensitive to the diverse cultural and linguistic backgrounds of California's student population.

- **User-friendly digital administration:** Multitudes is a web-based application that can be easily administered using internet-connected devices, facilitating smooth integration into existing school infrastructures.
- **Alignment with California dyslexia screening mandates:** The screener meets the requirements set forth by California law for early identification of reading difficulties.
- Adopting the UCSF Multitudes Screener will allow us to identify and support students early, reduce the need for intensive interventions later, and align our district practices with best practices in literacy and inclusive education.

About UCSF Multitudes Screener:

- **Developer:** UCSF Dyslexia [Center\(multitudesinfo\)](#)
- **Format:** Web-based digital screening tool
- **Target Age:** Grades K-2
- **Administration Time:** Approximately 15 minutes per student  
[\(\[ucsfmuh:itudes.zendesk.com\]\(mailto:ucsfmuh:itudes.zendesk.com\)\)](mailto:ucsfmuh:itudes.zendesk.com)
- **Training Required:** Free training provided by UCSF team
- **Data Output:** Individual risk profiles to guide support and intervention planning

**Conclusion:** By adopting the UCSF Multitudes Screener, our district can take a proactive, no-cost step toward equitable literacy support for our youngest and most vulnerable readers. This effort represents a meaningful alignment with California's dyslexia screening guidelines.