

# YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street  
Marysville, CA 95901

## Agenda

January 14, 2026



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, January 14, 2026 – 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 agenda items and 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 DECEMBER 15, 2025, BOARD MINUTES – Pages 1-8

4.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 9

4.3 ACCEPT DONATION OF 1977 TRIUMPH TR6 WITH AN  
ESTIMATED VALUE OF \$4,900 FROM RICHARD BURTON – Page 10

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. CHARTER SCHOOLS

5.1 YUBA ENVIRONMENTAL SCIENCE (YES) CHARTER  
ACADEMY RENEWAL – Pages 11-232  
Jessica Geierman

**ACTION ITEM**

Pursuant to EC Section 47607(b), renewals of charter are governed by the standards and criteria described in EC 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.

6. CLOSED SESSION

6.1 CONFIDENTIAL STUDENT MATTER **ACTION ITEM**  
ACTION UNDER CONSIDERATION:  
EXPULSION APPEAL EXP1-26

6.2 REPORT OF CLOSED SESSION ACTION **INFORMATION ITEM**  
CONFIDENTIAL STUDENT MATTER  
ACTION UNDER CONSIDERATION:  
EXPULSION APPEAL EXP1-26

Following a closed session, the County Board shall reconvene in open session to present, orally or in writing, a report of any actions taken during the closed session

7. SUPERINTENDENTS OFFICE

7.1 APPROVAL OF BOARD BYLAW 9250 **ACTION ITEM**  
REMUNERATION, REIMBURSEMENT AND OTHER  
BENEFITS – Pages 233-236  
Halee Pomeroy

7.2 JOINT PROCLAMATION – SCHOOL BOARD **ACTION ITEM**  
RECOGNITION MONTH – Page 237  
Rob Gregor

7.3 QUARTERLY REPORT ON WILLIAMS UNIFORM **INFORMATION ITEM**  
COMPLAINTS – Page 238  
Rob Gregor

Superintendent Gregor will share the Quarterly Report on Williams Uniform Complaints for October 1, 2025 – December 31, 2025, 2nd Quarter, pursuant to Education Code §35186.

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

8. EDUCATIONAL SERVICES

8.1 SCHOOL ACCOUNTABILITY REPORT CARDS **INFORMATION ITEM**  
Pages 239-329

School Accountability Report Cards are compiled per state requirements for Yuba County Career Preparatory Charter School, Special Education, and Alternative Education Programs operated by the Yuba County Office of Education.

8.2 EDUCATIONAL SERVICES PROGRAM UPDATE  
Joe Lodigiani

**INFORMATION ITEM**

Deputy Superintendent Joe Lodigiani will share an update of the Educational Services Programs that are currently being offered to schools, districts, and the community in Yuba County.

9. HUMAN RESOURCES

9.1 SALARY UPDATE FOR CLASSIFIED EMPLOYEES  
Pages 330-331  
Jennifer Allread

**INFORMATION ITEM**

Human Resources Department will give a salary update for Classified Employees.

10. ADVANCED PLANNING

10.1 NEXT REGULAR BOARD MEETING  
FEBRUARY 4, 2026 – 4:30 P.M.  
LOCATION: YCOE BUSINESS CENTER,  
BECKWORTH ROOM, 1114 YUBA STREET,  
MARYSVILLE, CA 95901

**INFORMATION/  
ACTION ITEM**

11. ADJOURN

**ACTION ITEM**

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

Monday, December 15, 2025 – 9:30 a.m.  
1114 Yuba Street, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
<b>1. CALL TO ORDER</b>	President John Nicoletti called a regular meeting of the Yuba County Board of Education to order at 9:30 a.m. on December 15, 2025, 1114 Yuba Street, Marysville, CA.	<b>CALLED TO ORDER:</b> 9:30 a.m.
<b>ATTENDANCE, PLEDGE OF ALLEGIANCE</b>	Present were Katharine Rosser, John Nicoletti, Marjorie Renicker, Desiree Hastey, and Tracy Bishop.  President Nicoletti led the recital of the Pledge of Allegiance.	<b>QUORUM PRESENT</b>
<b>2. PUBLIC COMMENTS</b>	There are no public comments.	
<b>3. APPROVAL OF AGENDA</b>	President Nicoletti directed Board members to the December 15, 2025 Agenda for their review and approval.  Upon a motion by Trustee Rosser, duly seconded by Trustee Renicker, the Board unanimously approved the December 15, 2025 Agenda as presented.	<b>MOTION:</b> To approve the December 15, 2025 Agenda as presented <b>MOTION:</b> Katharine Rosser <b>SECOND:</b> Marjorie Renicker <b>ROLL CALL VOTE:</b> Katharine Rosser - Aye John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye <b>MOTION APPROVED (5/0)</b>
<b>4. ANNUAL ORGANIZATIONAL MEETING</b>	<b>4.1 Confirm Time, Date, and Location of Regular Board Meetings</b>  A proposed schedule was reviewed. Regular Board meetings will be held on the second Wednesday of each month at 4:30 p.m. at 1114 Yuba Street, Marysville, CA.	

	<p>The February meeting will be held on February 4, 2026 at 4:30 p.m. The April meeting will be held on April 15, 2026 at 4:30 p.m. The December meeting will be held on December 14, 2026 at 9:30 a.m.</p> <p>Upon a motion by Trustee Bishop, duly seconded by Trustee Renicker, the board unanimously adopted the proposed meeting schedule to include the changes noted above as presented.</p> <p style="text-align: center;"><b>4.2 Election of President and Vice President</b></p> <p>Superintendent Gregor presided over the election of the President. The process for nomination of officers was reviewed.</p> <p>Trustee Nicoletti nominated Trustee Tracy Bishop for Board President. Trustee Bishop accepted the nomination.</p> <p>No other nominations for Board President were made. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, Tracy Bishop was unanimously elected Board President of the Yuba County Board of Education.</p> <p>President Bishop presided over the election of the Vice President.</p> <p>Trustee Hastey nominates Katharine Rosser for Vice President. Trustee Rosser accepted the nomination.</p> <p>No other nominations for Vice President were made. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, Katharine Rosser was unanimously elected Vice President of the Yuba County Board of Education.</p> <p style="text-align: center;"><b>4.3 Appoint Superintendent as Secretary/Clerk to the Board of Education</b></p> <p>Yuba County Office of Education leadership recommended that the Board appoint Yuba</p>	<p><b>MOTION:</b> To hold regular board meetings on the second Wednesday of each month at 4:30 p.m. at 1114 Yuba Street, Marysville, CA, with the noted exceptions</p> <p><b>MOTION:</b> Tracy Bishop</p> <p><b>SECOND:</b> Marjorie Renicker</p> <p><b>Roll Call Vote:</b>  Katharin Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye</p> <p><b>MOTION APPROVED (5/0)</b></p> <p><b>MOTION:</b> To elect Tracy Bishop as Board President</p> <p><b>MOTION:</b> John Nicoletti</p> <p><b>SECOND:</b> Marjorie Renicker</p> <p><b>Roll Call Vote:</b>  Katharine Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye</p> <p><b>MOTION APPROVED (5/0)</b></p> <p><b>MOTION:</b> To elect Katharine Rosser as Vice President</p> <p><b>MOTION:</b> John Nicoletti</p> <p><b>SECOND:</b> Marjorie Renicker</p>
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	<p>County Superintendent of Schools Rob Gregor as Secretary/Clerk to the Yuba County Board of Education.</p> <p>Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, Rob Gregor was unanimously appointed as Secretary/Clerk of the Yuba County Board of Education.</p> <p style="text-align: center;"><b>4.4 School Board Authorization Form</b></p> <p>Leadership recommended the Board authorize Yuba County Superintendent of Schools Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.</p> <p>Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, Rob Gregor was unanimously authorized to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.</p> <p>Each Trustee recorded their verified signatures on the School Board Authorization form.</p> <p style="text-align: center;"><b>4.5 Appointment to Board Committees</b></p> <p>The Board made the following appointments:</p> <ul style="list-style-type: none"> <li>• Superintendents’ Salary Committee – Marjorie Renicker and Desiree Hastey</li> <li>• Budget Committee – John Nicoletti and Katharine Rosser</li> </ul>	<p><b>Roll Call Vote:</b>  Katharine Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye  <b>MOTION APPROVED (5/0)</b></p> <p><b>MOTION:</b> To appoint Rob Gregor as Secretary/Clerk of the Board of Education  <b>MOTION:</b> John Nicoletti  <b>SECOND:</b> Marjorie Renicker  <b>Roll Call Vote:</b>  Katharine Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye  <b>MOTION APPROVED (5/0)</b></p> <p><b>MOTION:</b> To authorize Rob Gregor to sign warrants and orders drawn on the funds of the County Office of Education and School Districts.  <b>MOTION:</b> John Nicoletti  <b>SECOND:</b> Marjorie Renicker  <b>Roll Call Vote:</b>  Katharine Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye  <b>MOTION APPROVED (5/0)</b></p>
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<p><b>5. CONSENT AGENDA</b></p>	<p>President Bishop directed board members to the December 15, 2025 Consent Agenda for their review and approval.</p> <p>Upon a motion by Trustee Nicoletti, duly seconded by Trustee Rosser, the Board unanimously approved the December 15, 2025 Consent Agenda as presented.</p>	<p><b>MOTION:</b> To approve the December 15, 2025 Consent Agenda as presented  <b>MOTION:</b> John Nicoletti  <b>SECOND:</b> Katharine Rosser  <b>ROLL CALL VOTE:</b>  Katharine Rosser – Aye  John Nicoletti - Aye  Marjorie Renicker – Aye  Desiree Hastey - Aye  Tracy Bishop – Aye  <b>MOTION APPROVED (5/0)</b></p>
<p><b>6. SUPERINTENDENT’S OFFICE</b></p>	<p><b>6.1 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest</b></p> <p>Superintendent Gregor shared the following items of interest:</p> <ul style="list-style-type: none"> <li>• Nov 14 – YCOE CAN Graduation &amp; Rock the Kettle YCOE Sponsorship</li> <li>• Nov 21 – Bear River School Rally</li> <li>• Dec 1 – YCOE Hiring Event</li> <li>• Dec 5 – Airmen Leadership School Graduation &amp; Cand Cane Lane</li> <li>• Dec 6 – Marysville Christmas Parade, YCOE 3rd Place</li> <li>• Dec 7 – Plumas Lake Tree Lighting Ceremony</li> <li>• Dec 9 – Habitat for Humanity Merriment Village Groundbreaking Ceremony</li> <li>• Dec 10 – Charter Leadership Meeting</li> <li>• Dec 11 – Virginia School Christmas Rotary Luncheon</li> <li>• Dec 12 – CSY ACSA Nominations Meeting</li> <li>• Dec 13 – Olivehurst Christmas Parade</li> </ul>	

	<p>Trustee Renicker shared her experience at the CSBA Annual Educational Conference in Sacramento.</p> <p>Trustee Nicoletti shared his experience at the CSBA Annual Educational Conference in Sacramento. He also shared about the Virginia School Christmas luncheon.</p> <p>President Bishop shared information about Deer Creek Farms. She noted their involvement with foster youth and homeless children. She thanked Trustee Nicoletti for serving as Board President for the last year.</p> <p style="text-align: center;"><b>6.2 Assembly Bill 1390 &amp; Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits</b></p> <p>Board members reviewed Assembly Bill 1390 and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits. Potential changes were discussed.</p> <p>Direction to increase the reimbursement amount to \$200.00, including a 5% increase each year, was given to YCOE staff. These changes will be presented at the January 14, 2026 Regular Board Meeting for approval.</p>	
<p><b>7. EDUCATIONAL SERVICES</b></p>	<p style="text-align: center;"><b>7.1 Public Hearing – Yuba Environmental Science (YES) Charter Academy Renewal</b></p> <p>President Bishop called a public hearing to order at 10:31 a.m.</p> <p>Executive Director of Educational Services Jessica Geierman led a review of the YES Charter Academy Renewal. She addressed questions from board members.</p>	<p style="text-align: center;"><b>PUBLIC HEARING CALLED TO ORDER:</b> 10:31 a.m.</p>

YES Charter Academy Principal Lousie Miller spoke about the charter renewal. She thanked YCOE staff for their collaboration and support. There were no public comments.

President Bishop closed the public hearing at 10:43 a.m.

**7.2 Student Sharing**

A student currently attending Thomas E. Mathews School shared their experiences and prospectives with the Board.

Board members thanked the student for sharing.

**7.3 Educational Services Program Update**

Deputy Superintendent Joe Lodigiani shared the following items of interest:

- Community of Practice Team Training
- Youth Development Center – Fall Festival
- Carden School – Launch of Family Wellness Center Coming Soon
- So You Can – YCOE Partnership for Families in Need
- Virginia School Christmas Luncheon – Partnership with Rotary Club
- CTE Adult School – Serve Safe Class in Partnership with Yuba County Sheriff’s Department
- YCOE CNA Class Ending in December 2025
- YCOE Coffee Trailer – 500+ Cups Served During Marysville Christmas Parade
- Carden School – College Art Class Completed

**PUBLIC HEARING  
ADJOURNED:  
10:43 a.m.**

<p><b>8. FISCAL SERVICES</b></p>	<p><b>8.1 Approval of First Interim Report for 2025-26</b></p> <p>Chief Business Officer Aaron Thornsberry led a review of the 2025-26 First Interim Report. He shared a PowerPoint presentation.</p> <p>This report is submitted each year to revise the budget where necessary and to give the board and public an estimate of what our ending balances will be and the current financial status. All questions were addressed. Mr. Thornsberry recommended that the Board approve the Interim Report and budget revisions contained therein for 2025-26.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Nicoletti, the board unanimously approved the First Interim Report and the budget revisions contained therein for 2025-26 as presented.</p>	<p><b>MOTION:</b> To approve the Interim Report and budget revisions contained therein for 2025-26 as presented.</p> <p><b>MOTION:</b> Desiree Hastey</p> <p><b>SECOND:</b> John Nicoletti</p> <p><b>Roll Call Vote:</b></p> <p>Katharine Rosser – Aye  John Nicoletti - Aye  Desiree Hastey – Aye  Tracy Bishop – Aye  Marjorie Renicker - Aye</p> <p><b>MOTION APPROVED (5/0)</b></p>
<p><b>9. ADVANCED PLANNING</b></p>	<p><b>9.1 Next Regular Board Meeting  January 14, 2026 – 4:30 p.m.  Location: 1114 Yuba Street,  Marysville, CA 95901, Beckwourth  Room</b></p>	
<p><b>10. ADJOURNMENT</b></p>	<p>There being no further business for discussion, the meeting was adjourned.</p> <p>Upon a motion by Trustee Renicker, duly seconded by Trustee Rosser, the Board unanimously adjourned the December 15, 2025 Yuba County Board of Education meeting at 11:19 a.m.</p>	<p><b>MOTION:</b> To adjourn</p> <p><b>MOTION:</b> Marjorie Renicker</p> <p><b>SECOND:</b> Katharine Rosser</p> <p><b>ROLL CALL VOTE:</b></p> <p>Katharine Rosser – Aye  John Nicoletti – Aye  Marjorie Renicker – Aye  Desiree Hastey - Aye  Tracy Bishop - Aye</p> <p><b>MOTION APPROVED (5/0)</b></p>

Respectfully submitted,

*Rob Gregor*

Rob Gregor  
Yuba County Superintendent of Schools

Recorded by:  
Halee Pomeroy

Temporary County Certificates Issued

December 4, 2025 to January 5, 2026

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Arroyo-Magana, Nohemi	Prelim Admin Services	Yes	6/30/2026

December 15, 2025

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

Re: Donation Acceptance Request

Dear President Bishop and Board of Trustees,

I respectfully request the Yuba County Board of Education accept the donation of a 1977 Triumph TR6, VIN CF5726DU, from Richard Burton. The vehicle has an estimated value of \$4,900.00 and will be utilized in the planned Golden State Partnership Pathways (GSPP) Automotive Alternative Fuels class. This vehicle is currently registered as non-operational with the California Department of Motor Vehicles, and Mr. Burton has provided the signed Certificate of Title (Pink Slip) with the donation.

Kind regards,

*Ken Hamel*

Ken Hamel  
Adult & Career Technical Education Director

**To:** The Yuba County Board of Education

**From:** The Yuba County Office of Education (YCOE) Renewal Petition Review Team

**Subject:** Staff Report Regarding the Yuba Environmental Science Charter Academy (“YES Charter” or “The Charter School”) Renewal Charter Petition

**Date:** December 18, 2025

The Yuba Office of Education oversees charter schools on behalf of the Yuba County Board of Education (“the Authorizer” or “the YCBE”). For petition review, the designated County Office charter school contact chairs a review committee to prepare a staff report containing findings of fact, as required by California Education Code § 47605(b). This Committee Report provides a detailed discussion of the Charter Committee’s review, concerns, and findings related to the Renewal Petition.

## **I. EXECUTIVE SUMMARY**

Overall, YES Charter continues to perform below state standards in both English Language Arts and mathematics; however, 2025 data reflect consistent, schoolwide improvement, narrowing gaps with state performance and demonstrating recovery from earlier declines. Improvement trends are evident across multiple student groups, grade levels, and content areas, supporting the school’s designation within the Middle Performance Category and providing evidence of upward academic momentum during the current charter term.

Building on these trends in core academic areas, CAST Science data show a clear upward trend in student performance at YES Charter over the charter term. Despite recent gains, the percentage of students meeting or exceeding the science standard remains low across student groups, indicating that a majority of students have not yet achieved proficiency. These results suggest that while the school’s science instructional program is beginning to yield improved outcomes, continued implementation, monitoring, and targeted instructional support are necessary to raise overall science achievement to acceptable performance levels consistent with the goals of the approved charter.

Beyond academic performance, YES Charter's Academic Engagement and Conditions and Climate Indicators reflect mixed results. Chronic absenteeism increased modestly in 2025 but remains well below the state average and historical levels. Suspension rates increased in 2025 and fall within the Orange category, indicating an area for continued improvement and focused intervention. Graduation and College/Career rate data are not applicable based on the school's current grade span, TK-10.

Taken together, these indicators suggest that while YES Charter maintains generally favorable attendance outcomes, student discipline trends warrant ongoing attention as part of the school's continuous improvement efforts.

In addition to engagement and climate metrics, schoolwide stability rates declined slightly over time, decreasing from 74 percent in 2021 to 64 percent in 2025. Collectively, these data highlight patterns of enrollment stability across student groups and underscore differences in student mobility over time, as reflected in certified CALPADS cumulative enrollment and Stability Rate data. These trends remain consistent among the overall population and numerically significant student groups, with no evidence suggesting that the school has discouraged enrollment or selectively counseled out students based on academic performance or other protected characteristics.

In evaluating the charter renewal criteria under EC § 47607(e), the authorizing board has not identified or provided notice of any serious governance or fiscal concerns that would render the Charter demonstrably unlikely to successfully implement its educational program. We have reviewed the multiyear projection and cash flow projection for the charter's renewal period. The projected revenues and expenses appear to give a reasonable estimate of the charter's operations and cash flow is projected to remain positive throughout the renewal period. YES Charter has a strong reserve to offset the decline in revenue from an unexpected decline in enrollment or other unexpected situations. YES Charter has also submitted timely financial and audit reports in the past renewal period with no material findings.

Although there have been no official complaints regarding the school serving all students, there is some concern about the ease of access and transparency in locating complaint forms on the school's website, which can be addressed in a Memorandum of Understanding (MOU).

## **II. BACKGROUND**

Lead petitioner, Louise Miller, Principal/Superintendent, is seeking charter renewal for the YES Charter from the Yuba County Board of Education. The Petition, submitted on

November 3, 2025, requests a renewal charter term from July 1, 2026, through June 30, 2031.

YES Charter began serving students on August 18, 2008. The Charter was submitted to the Yuba County Board of Education on appeal after the Authorizer denied renewal in 2014. At that time, the charter was approved for a five-year term. It was successfully renewed for a five-year term in February 2019. The most recent renewal term was extended through June 30, 2026, under the provisions of EC 47607.4.

YES Charter serves approximately 180 students in TK-10th grade, an increase of approximately 60% since 2019. YES Charter is a direct-funded, seat-based program with an option to provide independent study. The school is in the Yuba County foothills, located at 9841 Texas Hill Rd. Oregon House, CA 95962.

### **III. CHARTER RENEWAL LEGAL STANDARDS**

#### **Timeline**

In compliance with Education Code § 47605(b), the Yuba County Board of Education held a Public Hearing to consider the level of support for the petition from teachers, other district employees, and parents within the County. Education Code 47605(b) requires the Yuba County Board of Education to conduct a second public hearing and render its decision on the request within 90 days of receipt of a petition certified complete, unless both parties agree to an extension. The authorizing board is required to publish all staff recommendations, including recommended findings, at least fifteen (15) days before the determination hearing.

#### **Traditional Charter Renewal**

California charter school renewal petitions are reviewed against the applicable standards and criteria established in Education Code §§ 47607 and 47607.2. Renewals are governed by the standards and criteria in § 47605, including consideration of any new charter school requirements enacted into law after the charter was originally granted or last renewed. When a renewal petition includes a proposed expansion to additional sites or grade levels, the school must request a material revision, which is evaluated under § 47605 standards, including an evaluation of the impact of the proposed change. The findings in paragraphs (7) and (8) of subdivision (c) of § 47605 (community interest and fiscal impact) may not be used to deny renewal of an existing charter school. It may be used to deny a proposed expansion.

Under §§ 47607 and 47607.2, the authorizing board must consider schoolwide and numerically significant pupil student group performance on state and local indicators in the evaluation rubrics adopted pursuant to § 52064.5, giving greater weight to measurements of academic performance on statewide assessments (ELA, math, English learner progress, and college career indicators).

## **Description of Renewal Criteria and Standards**

### *Data Indicators for Renewal Evaluation*

The California Dashboard displays academic and non-academic outcomes. Academic Indicators include state English-Language Arts (ELA), Mathematics, English Learner Progress, and College/Career Readiness Indicators. These indicators are used to determine a traditional charter school's renewal track.

- **Middle Performance Criteria:** Schools are placed in this category when they meet neither the criteria for presumptive renewal based on high performance nor for presumptive non-renewal based on low performance.
- **High Performance Criteria:** Schools with all blue and green Dashboard indicators or those outperforming the state on specific academic indicators, schoolwide, and for student groups. There is a presumption that the school will be renewed.
- **Low Performance Criteria:** Schools with all red and orange Dashboard indicators or those performing below the state on specific academic indicators, schoolwide, and at the student group level. There is a presumption that the school will not be renewed. Specific requirements must be met for the charter to be renewed.

Student group data comparisons with the State are not factored into renewal tier placement when a specific group's statewide performance exceeds the state's overall performance. In the previous two Dashboard years, the performance of White, Asian, Filipino, and Two or More Races student groups on academic indicators exceeded the Statewide performance.

Non-Academic Indicators are described as Academic Engagement and Conditions & Climate. Engagement indicators include K-8 Chronic Absenteeism and 9-12 Graduation Rate. The Suspension Rate measures conditions and Climate.

All other renewal criteria, findings, and procedural requirements in §§ 47605, 47607, and 47607.2 remain fully applicable, including:

- The requirements and procedures outlined in § 47605;

- schoolwide and student group performance on the applicable metrics (where data are available);
- The § 47607(e) fiscal, governance, and “not serving all pupils” findings (with 30-day notice and opportunity to cure); and
- The applicable renewal term options:
  - High-Performing: The authorizing Board has discretion to approve a 5-, 6-, or 7-year term.
  - Middle-Performing: The authorizing Board may approve only a five-year term.
  - Low-Performing: The authorizing Board shall not renew the petition unless it makes specific findings in accordance with EC § 47607.2(a)(4), in which case it can approve a two-year term.

#### IV. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

<b>Renewal Tier:</b> Middle Performance
<b>Does the evidence demonstrate that the Charter School, despite its Middle Performance designation, has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, and that closure of the charter school is in the best interest of pupils—considering the greater weight applied to schoolwide academic performance measurements and the performance of all numerically significant student groups pursuant to Education Code § 47607.2(b)?</b>
<b>No</b>

#### Analysis of State Academic Performance Outcomes

YES Charter’s academic performance, as measured by state accountability indicators, demonstrates improvement over time, particularly from 2024 to 2025, while overall outcomes remain below state standards. Despite this, YES Charter narrowly qualified for the Middle Performance Category for renewal purposes based on the performance of socioeconomically disadvantaged students on the 2025 CAASPP math assessment.

One contributing factor to the school's performance remaining below state averages may be the proportion of fully credentialed teachers appropriately assigned to their subjects and student placements. YES Charter school was identified for a Williams Act Visit due to 20% of their teaching staff not possessing a valid and clear, or preliminary credential.

At YES Charter, only 66% of teacher full-time equivalent (FTE) positions are held by fully credentialed staff, which falls below the county average of 77% and the state average of 83%. Research indicates that students taught by fully credentialed and properly assigned teachers tend to achieve higher academic outcomes, particularly in core subjects like mathematics and English language arts, as credentialed teachers are associated with stronger instructional quality and student engagement.

### CAASPP 2-Year ELA Comparison to State

Source: CA Dashboard

Groups	Charter Spring 2024	State Spring 2024	Above, At, Below	Charter Spring 2025	State Spring 2025	Above, At, Below
<b>Schoolwide</b>	-62 points	-13 points	NA	-44 points	-8 points	NA
Socioeconomically Disadvantaged	-67 points	-41 points	<b>Below</b>	-44 points	-35 points	<b>Below</b>
Students with Disabilities	-103 points	-96 points	NA	-94 points	-89 points	NA
Hispanic	-58 points	-39 points	<b>Below</b>	-52 points	-34 points	<b>Below</b>
White	-54 points	+19 points	State Removed	-39 points	+24 points	State Removed

### CAASPP 2-Year Math Comparison to State

Source: CA Dashboard

Groups	Charter Spring 2024	State Spring 2024	Above, At, Below	Charter Spring 2025	State Spring 2025	Above, At, Below
<b>Schoolwide</b>	-79 points	-48 points	NA	-67 points	-42 points	NA
Socioeconomically Disadvantaged	-87 points	-78 points	<b>Below</b>	-63 points	-73 points	<b>Above</b>
Students with Disabilities	-111 points	-124 points	NA	-111 points	-121 points	NA
Hispanic	-87 points	-79 points	<b>Below</b>	-77 points	-74 points	<b>Below</b>
White	-68 points	-10 points	State Removed	-57 points	-6 points	State Removed

NA- Not used to determine the renewal tier.

State Removed: Student groups outperformed the State and are not used to determine the renewal tier.

## Assessment Participation

In 2025, YES Charter met or exceeded the 95 percent state participation requirement at the overall school level across assessed areas. Participation among students with disabilities in ELA was 93 percent, and White students' participation in ELA was 94 percent, slightly below the state threshold but not indicative of systemic non-participation concerns. ELPAC participation was 100 percent, demonstrating full compliance with English learner assessment requirements.

### 2025 State Assessment Participation Rates

*Source: CA Dashboard Additional Reports*

	Overall	Student Groups Below 95%
ELA	97%	Disabilities 93% White 94%
Math	97%	NA
ELPAC	100%	NA

## English Language Arts Performance

In English Language Arts, all numerically significant student groups received a Yellow performance rating. Schoolwide, the distance from standard improved from -62 points in 2024 to -44 points in 2025, reflecting a meaningful reduction in the achievement gap. Similar improvement trends were observed among socioeconomically disadvantaged students, whose distance from standard also improved to -44 points in 2025, and among Students with Disabilities, whose performance improved from -103 points in 2024 to -94 points in 2025.

Longitudinal data across the charter term indicate that 2025 represents the strongest ELA performance since 2019 for most student groups. Schoolwide performance improved from a low of -74 points in 2022 to -44 points in 2025. Hispanic students improved from -58 points in 2024 to -52 points in 2025, and White students improved from -54 points to -39 points over the same period.

Although YES Charter continues to perform below the state average in ELA, the gap between the school and the state narrowed from 49 points in 2024 to 36 points in 2025, indicating progress relative to statewide outcomes.

## English-Language Arts Distance from Standard-Charter Term

Source: CA Dashboard

	2019	2022*	2023	2024	2025
<b>Schoolwide</b>	-40 points	-74 points	-60 points	-62 points	-44 points
Socioeconomically Disadvantaged	-59 points	-76 points	-59 points	-67 points	-44 points
Students with Disabilities	–	-102 points	-115 points	-103 points	-94 points
Hispanic	–	-94 points	-67 points	-58 points	-52 points
White	-13 points	-56 points	-60 points	-54 points	-39 points

\*Data was not reported in 2021 or 2021.

- Reflect data unavailable.

Grade-level CAASPP results demonstrate an upward trend. The percentage of students meeting or exceeding ELA standards schoolwide increased from 23 percent in 2024 to 33 percent in 2025. Notable gains were observed in Grades 3 (29 percent to 70 percent), 6 (26 percent to 34 percent), and 8 (20 percent to 35 percent), while some grade levels showed fluctuating or stagnant results.

## CAASPP ELA Percent of Students that Meet/Exceed Standard

Source: Data Quest CAASPP Test Results

Grade Level	2019	2022*	2023	2024	2025
Grade 3	18%	25%	37%	29%	70%
Grade 4	–	0%	15%	29%	14%
Grade 5	–	28%	20%	15%	30%
Grade 6	–	21%	27%	26%	34%
Grade 7	–	6%	32%	20%	19%
Grade 8	–	–	21%	20%	35%
<b>Schoolwide</b>	<b>29%</b>	<b>17%</b>	<b>25%</b>	<b>23%</b>	<b>33%</b>

\*2020 and 2021 data were not reported or were considered unreliable.

- Reflect data unavailable.

**Mathematics Performance**

In Mathematics, all numerically significant student groups also received a Yellow performance rating. Schoolwide performance improved from -79 points below standard in 2024 to -67 points below standard in 2025, representing continued recovery from the significant declines observed in 2022. Socioeconomically disadvantaged students demonstrated notable improvement, improving from -87 points in 2024 to -63 points in 2025, and outperforming the state average for that student group in 2025.

Long-term trend data show consistent gains across the charter term. Schoolwide mathematics performance improved from -123 points in 2022 to -67 points in 2025, reflecting substantial progress. Hispanic students improved from -87 points in 2024 to -77 points in 2025, and White students improved from -68 points to -57 points. Performance among Students with Disabilities remained significantly below standard but stabilized at -111 points, indicating limited improvement for this student group.

**Math Distance from Standard-Charter Term**

*Source: CA Dashboard*

Groups	2019	2022*	2023	2024	2025
Schoolwide	-69 points	-123 points	-88 points	-79 points	-67 points
Socioeconomically Disadvantaged	-74 points	-130 points	-88 points	-87 points	-63 points
Students with Disabilities	–	-146 points	-124 points	-111 points	-111 points
Hispanic	–	-152 points	-112 points	-87 points	-77 points
White	-35 points	-96 points	-75 points	-68 points	-57 points

*\*Data was not reported in 2021 or 2021.*

The percentage of students meeting or exceeding math standards increased schoolwide from 23 percent in 2024 to 27 percent in 2025. Significant gains were seen in Grades 3 (65 percent to 82 percent) and 8 (20 percent to 29 percent), while other grade levels continued to show uneven outcomes.

## Math Percent of Students that Meet/Exceed Standard

Source: Data Quest CAASPP Test Results

Grade Level	2019	2022*	2023	2024	2025
Grade 3	18%	0%	48%	65%	82%
Grade 4	–	0%	15%	29%	36%
Grade 5	–	12%	15%	10%	14%
Grade 6	–	21%	0%	0%	14%
Grade 7	–	0%	16%	27%	5%
Grade 8	–	–	5%	20%	29%
<b>Schoolwide</b>	<b>18%</b>	<b>6%</b>	<b>17%</b>	<b>23%</b>	<b>27%</b>

\*2020 and 2021 data were not reported or were considered unreliable.

- Reflect data unavailable.

### College and Career Indicator

Data for the **College/Career Indicator** were not available for the current reporting cycle and were therefore not included in the academic performance review.

### Analysis of Additional Academic Performance Outcomes

#### CAST Science- Grades 5 and 8 only

The successful implementation of the approved educational program at YES Charter can be measured by the California Science Test (CAST), which reflects students' mastery of the Next Generation Science Standards.

In 2025, YES Charter demonstrated continued improvement in science outcomes, with 27 percent of students meeting or exceeding the standard schoolwide, an increase from 23 percent in 2024. This represents the school's highest level of science performance during the current charter term and reflects sustained growth following lower performance levels earlier in the term.

Performance among socioeconomically disadvantaged students remained stable at 23 percent meeting or exceeding standard in both 2024 and 2025, following significant

gains from 5 percent in 2023. Hispanic students demonstrated continued improvement, increasing from 25 percent in 2024 to 27 percent in 2025, aligning with the schoolwide average. White students showed strong performance overall, with 28 percent meeting or exceeding standards in 2025, following a peak of 32 percent in 2024.

CAST results indicate notable long-term growth. Schoolwide performance increased from 9 percent in 2022 and 10 percent in 2023 to 27 percent in 2025, demonstrating a sustained upward trend in science achievement. Data for Students with Disabilities were not available because there was no numerically significant student group for this assessment.

### **CAST Science Percent of Students that Meet/Exceed Standard**

*Source: Data Quest CAASPP Test Results*

<b>Groups</b>	<b>2019</b>	<b>2022*</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Socioeconomically Disadvantaged	–	9%	5%	23%	23%
Students with Disabilities	–	–	–	–	–
Hispanic	–	–	–	25%	27%
White	–	23%	15%	32%	28%
<b>Schoolwide</b>	<b>11%</b>	<b>9%</b>	<b>10%</b>	<b>23%</b>	<b>27%</b>

*\*Data was not reported in 2021 or 2021.*

*- Reflect data unavailable.*

### **Local Assessment Growth Measures**

YES Charter Academy's i-Ready diagnostic results reveal mixed progress toward achieving one year's growth in reading and math for students in grades K-9, as evidenced by school-wide comparisons between the end-of-year 2023-2024 assessments and the most recent 2024-2025 assessments administered in grades K-9. Verifiable local assessment data were not provided for grade 10.

In reading, YES Charter demonstrated positive growth in the percentage of students performing at or above grade level, such as those advancing from grade 2 to 3 (increasing from 59% to 63%) and from grade 5 to 6 (from 22% to 34%), suggesting effective retention of skills and minimal summer learning loss in these groups. However, other cohorts experienced declines, potentially due to summer slide, with school-wide

at-or-above-grade-level performance decreasing from 44% to 34%. These results highlight targeted areas for intervention to ensure consistent annual growth across all grades.

In math, the school showed more stability and gains in multiple cohorts, with school-wide at-or-above-grade-level rates holding steady at 29%. Notable improvements include the cohort moving from grade 7 to 8 (from 7% to 17%), grade 5 to 6 (from 13% to 17%), grade 2 to 3 (from 42% to 47%), and grade K to 1 (from 56% to 58%), indicating that instructional strategies are supporting one year's growth in these areas despite typical challenges like summer regression. Declines in other cohorts, such as grade 3 to 4 (from 43% to 21%) and grade 4 to 5 (from 50% to 30%), underscore opportunities for enhanced support to align all students with annual growth expectations.

Overall, these local assessments demonstrate verifiable progress in key areas.

**Analysis of Non-Academic Performance Outcomes**

**Academic Engagement: Chronic Absenteeism**

In 2025, YES Charter’s chronic absenteeism rate was 5.9 percent, placing the school in the Orange performance category overall. Of the 184 students enrolled, 11 students missed 18 or more instructional days during the school year.

While the school’s chronic absenteeism rate increased from 4.9 percent in 2024 to 5.9 percent in 2025, it remains substantially below the statewide average of 17.1 percent, indicating comparatively stronger student attendance outcomes.

Longitudinal Dashboard data show that chronic absenteeism has remained consistently low over time, particularly since the pandemic. Schoolwide absenteeism increased from 1 percent in 2024 to 6 percent in 2025, reflecting a year-over-year rise but remaining well below pre-pandemic levels (12 percent in 2019). Similar trends were observed among socioeconomically disadvantaged students (from 1 percent in 2024 to 7 percent in 2025) and among Hispanic students (from 2 percent to 6 percent). Students with Disabilities continued to demonstrate relatively low chronic absenteeism at 2 percent in 2025.

**Chronic Absenteeism (Grades TK-8)**

*Source: CA Dashboard*

Groups	2019	2022*	2023	2024	2025
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<b>Schoolwide</b>	12%	0.7%	0%	1%	6%
Socioeconomically Disadvantaged	12%	0.9%	0%	1%	7%
Students with Disabilities	0%	0%	0%	0%	2%
Hispanic	11%	0%	0%	2%	6%
Two or More Races	16%	0%	0%	0%	6%
White	8%	0%	0%	1%	6%

\*CA Dashboard data was not reported in 2020 or 2021.

Data Quest absenteeism results for grades TK–12 align with Dashboard findings, and confirm that despite increases in 2025, overall rates remain low relative to historical and state benchmarks.

### Chronic Absenteeism (Grades TK-12)

*Source: Data Quest Absenteeism Data*

Groups	2019	2022*	2023	2024	2025
Socioeconomically Disadvantaged	0%	<1%	0%	<1%	7%
Students with Disabilities	12%	0%	0%	0%	2%
Hispanic	11%	0%	0%	2%	7%
Two or More Races	16%	0%	0%	–	–
White	8%	0%	0%	1%	5%
Not Reported	–	–	–	–	9%
<b>Schoolwide</b>	12%	<1%	0%	1%	6%

\*Data was not reported in 2020 or 2021.

- Reflect data unavailable.

### Academic Engagement: Graduation Rate

YES Charter does not have 9–12 Graduation Rate data, as the school currently serves students through grade 10 only. As a result, both the Graduation Rate and 4-/5-Year Cohort Graduation Rate indicators are not applicable for this reporting cycle.

**Conditions & Climate: Suspension Rate**

In 2025, YES Charter reported a schoolwide suspension rate of 4.3 percent, placing the school in the Orange performance category. This represents a 2.5 percentage-point increase from the prior year.

Longitudinal suspension data indicate some variability over time. The schoolwide suspension rate increased from 2 percent in 2024 to 4 percent in 2025, following several years of comparatively lower rates. Socioeconomically disadvantaged students increased from 1 percent in 2024 to 5 percent in 2025, while Hispanic students increased modestly from 2 percent to 3 percent. Students with Disabilities remained comparatively low at 2 percent in 2025. The percentage of White students increased from 1 percent to 4 percent.

Although suspension rates increased in 2025, they remain below earlier peaks, such as 6 percent in 2019 and 7 percent in 2022, suggesting the need for continued monitoring and targeted behavioral supports rather than indicating a persistent upward trend.

**Suspension Rate**

*Source: CA Dashboard*

Groups	2019	2022*	2023	2024	2025
Schoolwide	6%	7%	3%	2%	4%
Socioeconomically Disadvantaged	2%	7%	4%	1%	5%
Students with Disabilities	9%	0%	3%	0%	2%
Hispanic	14%	6%	4%	2%	3%
Two or More Races	10%	5%	0%	6%	0%
White	1%	7%	4%	1%	4%

\*Data was not reported in 2020 or 2021.

**Are there serious governance or fiscal concerns that have been properly noticed by the authorizing board, AND has the Charter’s corrective action plan been unsuccessful, or are the violations severe enough that the plan is unlikely to be viable? (EC § 47607(e))**

**No**

**Governance Review**

Throughout the current charter term, the Charter has demonstrated adequate governance practices, including transparent decision-making, compliance with all applicable laws and regulations, and effective oversight by its board of directors.

**Fiscal Review**

Fiscal management has remained strong, with consistent adherence to generally accepted accounting principles, timely submission of financial reports, and maintenance of healthy reserves, with no instances of mismanagement or irregularities.

**Is the Charter School serving all students who wish to attend as outlined in EC § § 47605(e)(4)(A) through (E) and 47605(b)(5)(J)?**

**Yes**

**Demographic Data Analysis**

YES Charter is located in the foothills of Yuba County and primarily serves the rural community of Oregon House, California. As a result, its student demographics differ notably from Yuba County overall and from non-charter schools in MJUSD and across the county, reflecting local community characteristics.

In 2024–2025, YES Charter served a higher proportion of socioeconomically disadvantaged students (75 percent) and Students with Disabilities (19 percent) than county and district averages. The school enrolled a substantially lower percentage of English Learners (1 percent) and reported no Foster Youth or Homeless students, consistent with the demographics of its surrounding community.

Racially and ethnically, YES Charter enrolled a higher percentage of White students (60 percent) and a lower percentage of Hispanic students (28 percent) than county and

district averages. Overall enrollment totaled 184 students, and observed demographic differences reflect the school’s rural location rather than selective enrollment practices.

**Demographic Data**  
*Source: CA Dashboard*

2024-2025	YES Charter	Yuba County Non Charter	MJUSD Non Charter
Socioeconomically Disadvantaged	75%	70%	75%
Students with Disabilities	19%	16%	16%
English Learners	1%	14%	17%
Foster Youth	0%	1%	1%
Homeless	0%	4%	5%
African American	1%	3%	3%
American Indian	2%	1%	1%
Asian	0%	8%	9%
Filipino	1%	1%	1%
Hispanic	28%	45%	50%
Two or More Races	5%	8%	6%
Pacific Islander	0%	1%	1%
White	60%	32%	29%
<b>Schoolwide</b>	184	14,426	10,080

The following data summarizes K–12 enrollment stability, showing the proportion of students with stable enrollments—defined as at least 245 consecutive days at the same school—across student groups, grades, and academic years. Using certified cumulative enrollment data from CALPADS, it calculates Stability and Non-Stability Rates for each group, highlighting trends in student mobility over time.

## Stability Rates

Source: Data Quest Stability Rate Data

Groups	2021	2022	2023	2024	2025
Socioeconomically Disadvantaged	74%	68%	78%	63%	63%
Students with Disabilities	73%	73%	72%	74%	69%
Hispanic	74%	81%	80%	71%	70%
White	77%	62%	71%	68%	66%
Two or More Races	69%	39%	67%	67%	–
Not Reported	–	–	–	–	23%
<b>Schoolwide</b>	74%	67%	73%	67%	64%

- Reflect data unavailable.

Stability rate trends from 2021 through 2025 show variability across student groups and years. Socioeconomically Disadvantaged students experienced stability rates ranging from a high of 78 percent in 2023 to a low of 63 percent in both 2024 and 2025. Students with Disabilities maintained relatively consistent stability, fluctuating between 69 percent and 74 percent over the five years. Hispanic students showed greater stability in earlier years, peaking at 81 percent in 2022, then declining gradually to 70 percent in 2025. White students demonstrated greater year-to-year variation, with stability rates ranging from 62 percent in 2022 to 77 percent in 2021. Students identified as Two or More Races showed inconsistent reporting, with notably low stability in 2022 (39 percent) and no data reported in 2025. Data for students with Not Reported race/ethnicity were only available in 2025, indicating a stability rate of 23 percent.

## Complaints

The Yuba County Office of Education has not received complaints that align with the requirements outlined in EC § 47605(d)(4) for Uniform Complaint Procedure or other official complaints during the review period. However, there is significant concern regarding the accessibility and clarity of the complaint process at YES Charter, specifically, the ease of locating complaint forms on the website. The complaint process must be transparent, clearly outlined, and readily accessible so that parents understand their rights and the procedures available to them. Ensuring transparency in locating

established complaint procedures will help promote trust, accountability, and effective communication with families.

**Does the Petition meet the standards and criteria described in § 47605, including but not limited to a reasonably comprehensive description of all required elements, any new requirement of charter schools enacted into law after the charter was originally granted or last renewed, and required affirmations, declarations, and assurances?**

**Yes**

### **Certification of Completion**

YES Charter submitted a signed Certification of Completion, which is on file with the charter petition.

### **Complete and Comprehensive Petition**

The petition includes a comprehensive description of each required element, including language expanding its services to high school students.

### **Required Assurances**

All required assurances were accounted for in the review.

### **Material Revisions**

There were no material revisions identified in the submitted petition.

## **V. CHARTER PETITION REVIEW COMMITTEE FINDINGS OF FACT**

In California, charter school renewal decisions are based on academic performance, fiscal and organizational stability, and compliance with state and federal law. The chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the following findings:

1. Pursuant to EC § 47607.2(b)(6), the Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance, and closure of the charter school is in the best interest of pupils.

2. Pursuant to EC § 47607.2(a), the authorizing agency shall not renew if either of the following applies for two consecutive years immediately preceding the renewal decision:
  - o The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to § 52064.5, for which it receives performance levels.
  - o For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of student groups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

Notwithstanding the mandatory non-renewal criteria in EC § 47607.2(a), the authorizing agency may renew the charter only upon making both of the following written factual findings, specific to the particular petition and supported by specific facts:

- o The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school; and
- o There is clear and convincing evidence, demonstrated by verified data as defined in subdivision (c), showing either:
  - The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
  - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, are equal to those of similar peers.
3. The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to requirements outlined in EC § 47607 subdivisions (d) and (e).
4. The submitted petition does not adhere to the standards and criteria described in § 47605 and may be denied under subdivision (c), except paragraphs (7) and (8).

The Review Committee has determined that the YES Charter Renewal Petition **MEETS** the minimal Education Code requirements for charter renewal. The review committee has provided sample options to support the Yuba County Board of Education in its determination to approve or deny the YES Charter request for renewal.

### **Option 1**

Should the Yuba County Board of Education **approve** the YES Charter request for renewal for a five-year term from July 1, 2026, through June 30, 2031, written findings of fact need not be adopted. Minimal concerns can be addressed by directing the authorizing agency staff to draft specified language into an MOU between the Charter School and Authorizing Board and incorporate the MOU into the approved charter.

### **Option 2**

Should the Yuba County Board of Education **deny** the YES Charter request for renewal, the Board must make specific written findings to support the denial based on one of the following:

1. Closure of the charter school is in the best interests of pupils, with greater weight given to academic performance measurements.
2. The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to requirements outlined in EC § 47607 subdivisions (d) and (e).
3. The submitted petition does not adhere to the standards and criteria described in § 47605 and may be denied under subdivision (c), except paragraphs (7) and (8).

In this event, it is strongly recommended that the Board adopt the following finding(s):

- Closure of the charter school is in the best interests of pupils, with greater weight given to academic performance measurements based on the following:
  - The school's performance remains below state averages, except for the socioeconomically disadvantaged student group in Spring 2025 CAASPP math, in part, due to 66% of fully credentialed teachers being appropriately assigned to their subjects and to student placements.
  - The school's performance remains below state averages due to an over-reliance on online core curriculum (Imagine Learning) and computer-based interventions (i-Ready, IXL) rather than teacher-led instruction and interventions.



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

October 31, 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 Charter Renewal**

Dear Superintendent Gregor:

Yuba Environmental Science Charter Academy (“YES” or the “Charter School”), authorized by the Yuba County Board of Education with oversight by the Yuba County Office of Education (collectively, the “County”), this request for a renewal of YES’s charter petition for a five (5) year term, from July 1, 2026, to June 30, 2031. The YES Board authorizes submission of the charter renewal request to the County Board, and deems the submission to be complete, as attested below.

YES is located in the Yuba County Foothills and currently serves 212 students in TK-12 grades. The Charter School is guided by its mission to cultivate resilient learners and regenerative leaders and provides students with a rigorous academic experience combined with an innovative project-based programming. YES offers a unique educational opportunity through its Environmental Science and Stewardship vision and mission. Since the last charter renewal in 2018, the Charter School has undergone a period of dynamic growth, strategic transformation, and deepened community impact with a continued focus on environmental stewardship.

**CHARTER RENEWAL RATIONALE**

In submitting this request for renewal, YES is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

As a middle-performing school, Education Code Section 47604.2(b) applies, which states:  
(1) For all charter schools for which [top and bottom tier] do not apply, the

chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
  - A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
  - B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

As described in the charter renewal petition, YES has made gains in several areas over the course of the prior term. These include measurable increases and sufficient progress toward meeting standards to provide a benefit to its students as shown by the overall improvement in California Assessment of Student Performance and Progress scores since the end of the pandemic. YES is proud of its strong culture as evidenced by its low rates of chronic absenteeism and suspension.

#### **SUMMARY OF CHANGES**

In accordance with Education Code Section 47607(b), the Petition includes a reasonably comprehensive description of any new requirement of charter school enacted into law during the prior term. Please find a summary list 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. 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.
- Executive Summary: Updates to include the successes over the past charter term; Leadership and Board bios; and renewal criteria and data.
- Element 1: Updates to reflect student population information; graduation requirements; character development framework, including Multi-Tiered System of Supports; learning design approach; Special Education to reflect the Charter School as its own local educational agency; inclusion of education of homeless children and youth.
- Element 2: Updates to Local Control and Accountability Plan mid-year updates; inclusion of LCAP as appendix.
- Element 5: Updates to key employee qualifications.
- Element 6: Updates to reflect additional health and safety policies and procedures.
- Element 8: Updates to reflect compliance with Education Code Section 47605(e)(4)(A)-(D) and updated enrollment lottery procedures

- Element 10: Updates to reflect multi-tiered supports; changes in law related to suspension, expulsion, and involuntary removal policies and procedures.
- Element 14: Updates to reflect the dispute resolution process in the MOU between the County and YES.
- Miscellaneous Charter Provisions: Inclusion of additional charter provisions.

## **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 to be complete.

## **TIMELINE**

Charter renewals are governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605 (Education Code Section 47607(b)), including the timing requirements for charter petitions to be heard. Under Education Code Section 47605(b), “[n]o later than 60 days after receiving a petition, ... the governing board of the school district 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.”

## **CONTENTS OF THE SUBMISSION**

In compliance with the County’s submission process for considering a charter petition received for renewal, the following items are enclosed with this letter:

- Attachment 1: Charter Renewal Petition (redline and clean), including Appendices
- Attachment 2: Completed Review Matrix
- Attachment 3: YCOE Required Forms and Checklists

\* \* \*

YES is proud of its record in educating students. The Charter School looks forward to working with the County during its consideration of the charter renewal. 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,

Louise Miller, Principal/Superintendent

4922-1564-2742, v. 1



Yuba Environmental Science  
Charter Academy  
(YES CHARTER ACADEMY)

*"YES to Excellence in Education"*

**CHARTER RENEWAL PETITION  
SUBMITTED  
November 3, 2025**

Prepared in compliance with the terms, conditions, and requirements of the Charter Schools Act,  
Education Code Section 47600, et seq., and related statutes



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## Introduction

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### A. Affirmations and Declaration

Yuba Environmental Science Charter Academy (“YES CHARTER ACADEMY,” “YES” 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:

- 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. [Ref. Education Code Section 47605(d)(1)]
- The Yuba Environmental Science Charter Academy declares that it shall be deemed the exclusive public-school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Yuba Environmental Science Charter Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Yuba Environmental Science Charter Academy does not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School admits all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School is not determined according to the place of residence of the student or of that student’s parent 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). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- 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). [Ref. Education Code Section 47605(e)(1)]



- 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. [Ref. Title 5 California Code of Regulations Section 11967.5(f)(5)(C)]
- 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. [Ref. Education Code Section 47605(l)(1)]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or 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. [Ref. Education Code Section 47605(e)(4)(A)-(D)]



## YUBA ENVIRONMENTAL SCIENCE 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. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School complies with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School complies with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School complies with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Yuba Environmental Science Charter Academy complies with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School complies with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



The Yuba Environmental Science Charter Academy continually strives for a healthy, collaborative, synergistic relationship with its chartering authority, the Yuba County Board of Education (the “County Board”) and oversight entity, the Yuba County Office of Education ( “YCOE”) (collectively, the “County”) and nearby school districts.

## **B. Executive Summary**

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Since our last charter renewal in 2018, YES CHARTER ACADEMY has undergone a period of dynamic growth, strategic transformation, and deepened community impact with a continued focus on environmental stewardship. Guided by our mission to cultivate resilient learners and regenerative leaders, we have expanded both our physical infrastructure and our educational vision to meet the evolving needs of our students and families.

YES CHARTER ACADEMY is a strong option for students in the Yuba County Foothills to provide a full-service school for a rural community and a strong option for Yuba County residents to attend a smaller rural school while providing our County with a rigorous academic experience combined with an innovative project-based programming. Based on its academic track record relative to the state and nearby schools, it would be in the pupils’ best interest for YES CHARTER ACADEMY to continue serving this community.

YES serves our rural community by serving grades TK-12, providing options for a full-service educational opportunity for residents of rural Yuba County. YES offers a unique educational opportunity through its Environmental Science and Stewardship vision and mission. YES has created and embedded Life-Long Learning not only for our students but their families and surrounding communities through our many environmental initiatives.

YES CHARTER ACADEMY is currently located on a ten-acre site that features a 10,000 square-foot school building. This building has offices, a cafeteria, indoor student bathrooms and two indoor staff bathrooms, staff meeting and lounge room, tech room and classrooms. The Charter School has playgrounds, sports fields, a garden, a greenhouse, an orchard, a pond, and a native plant trail for recreational and instructional purposes. We built a solar parking structure and electric charging stations, launched our own transportation department, including an electric bus with two additional electrical vehicles on order for 2026.

Since our last charter renewal YES has added 8 modular classrooms to accommodate our growing student enrollment, student bathrooms for upper grade students, and a gender-neutral bathroom.

Our high school plans to share this site for the first 2- 3 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.

In response to community demand and student aspiration, YES successfully added high school grades, aligning our curriculum with A–G requirements and launched three Career Technical Education (“CTE”) pathways that prepare students for both college and meaningful careers. YES High School became WASC accredited in June of 2025.



In response to community need and our commitment to early childhood development, YES created the ABC Sprout program serving children ages 0–5 and their families through First 5 Resilient Families grant funding. This initiative offers playgroups with parent participation, child development education, and supportive classes for caregivers **(See Appendix 15)**.

In response to the Special Education population increasing from 14 students in 2018 to 54 students in 2025, YES’s inclusive practices have also expanded. These inclusive practices have included the hiring of an additional teacher in the Learning Center and aides to enhancing our collaborations with Lighthouse Therapies to deliver speech and occupational therapies. YES and Lighthouse Therapies collaborate continuously, sharing data and progress notes to integrate therapeutic goals into classroom instruction and ensure consistent, wraparound support for each student **(See Appendix 11)**.

Overall, our school population has increased from 107 to 212 students during that same period—a testament to our reputation for innovative Project Based Learning, community partnerships and our Farm to School initiative.

These indicators of success reflect our unwavering dedication to educational excellence, ecological stewardship and community partnership. As we seek renewal, we do so with a clear vision and a proven track record of growth, impact, and integrity.

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 17 years, graduating its first student who attended from kindergarten to 8<sup>th</sup> grade at the end of the 2016-17 school year. Due to the success, feedback and interest, we expanded to add a high school in the 2024-25 school year, with our first graduating 12<sup>th</sup> grade class in the 2027-28 school year.

YES CHARTER ACADEMY offers students a high-quality, standards based educational program which focuses on the educational environmental science design that teaches the responsible management and protection of the natural environment and its resources through sustainable practices and an ethical sense of obligation to safeguard Earth for present and future generations. This involves conservation, pollution reduction, ecosystem restoration, regenerative agriculture, civic responsibility and community engagement.

Our high school model has embedded a wall-to-wall inclusive Career Technical Education (“CTE”) 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–three -year pathways in Entrepreneurship, Forestry and Natural Resources and 1-two-year pathway in Design, Visual & Media Arts.

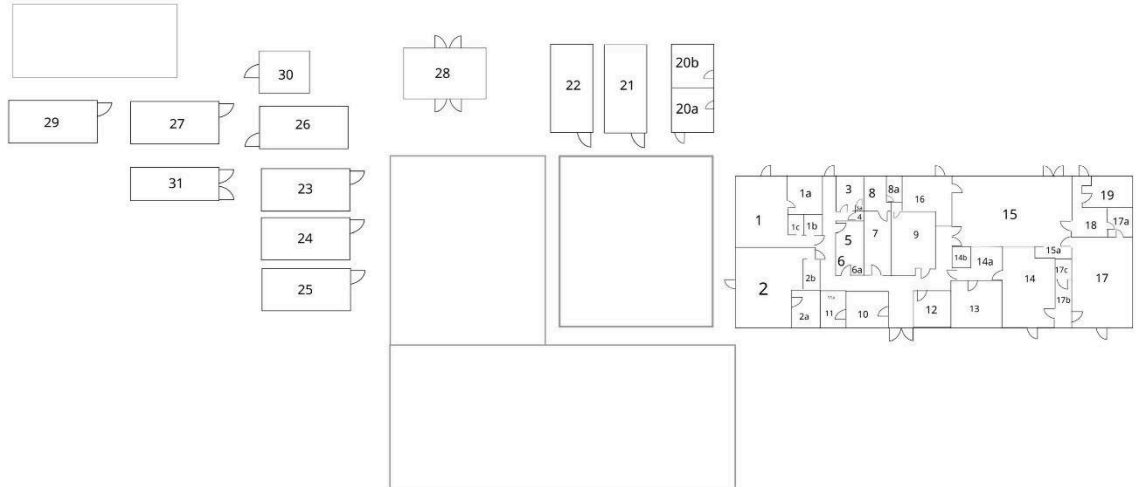
YES CHARTER ACADEMY broadens the educational choices available to families in Yuba and adjacent counties, who wish to attend. It enables all students to learn from the distinctive facilities — both natural and manmade — within the Yuba Highlands of the Sierra Foothills. From our science content through 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.



See floor plan of existing building.

- Kindergarten/TK
- a K/TK Breakout
- c K/TK Storage
- b Staff Bathroom
- First/Second Grade
- a First/Second Breakout
- b First/Second Coat Room
- Girl's Bathroom
- a Water Heater Closet
- Janitorial Closet
- Boy's Bathroom
- Transportation Office
- a Network Closet
- Reset Room
- Reset Room Office
- a Staff Bathroom
- Staff Lounge
- 0 Front Office
- 1 Business Admin. Office
- 2 Principal's Office
- 3 H.R. Office / Homeschool Meeting Room
- 4 Special Education
- 4a Special Education Breakout
- 4b Coat Room
- 5 Cafeteria
- 5a Storage Closet
- 16 Kitchen
- 17 Multi Purpose Room
- 17a Farm-to-School Office
- 17b Student Bathroom
- 17c Storage Room
- 18 Cafeteria Office
- 19 IT Office
- 20a Boys Bathroom
- 20b Girls Bathroom
- 21 Third Grade
- 22 Fourth Center
- 23 Seventh Grade
- 24 Sixth Grade
- 25 Fifth Grade
- 26 Ninth Grade
- 27 Eighth Grade
- 28 Storage Building
- 29 Tenth Grade
- 30 Storage Shed
- 31 High School Counseling Office

## YES Charter Academy Building & Floor Plan 7/25/2025

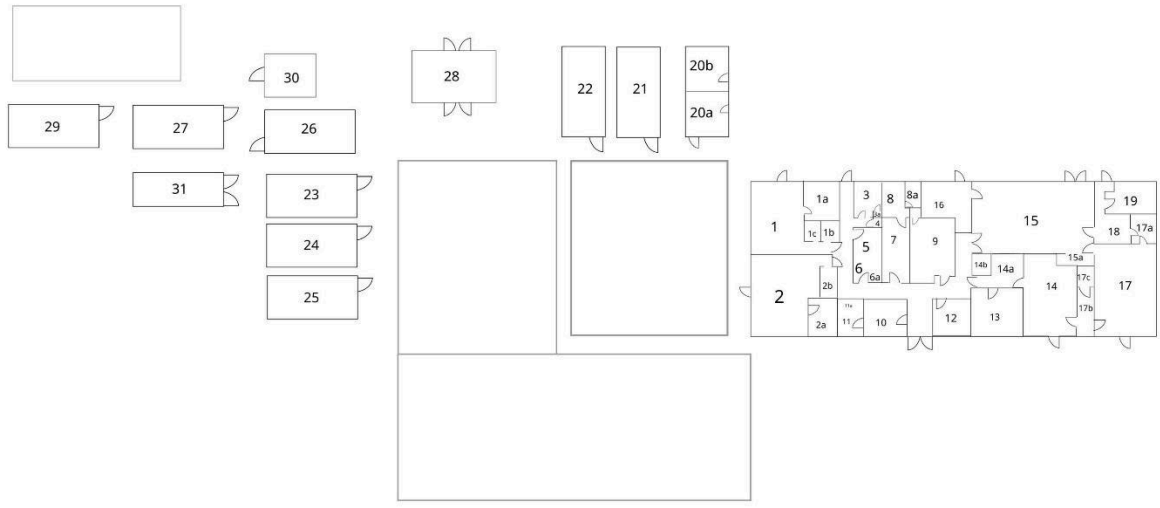




Conceptual Site Plan June 18, 2021:

- Kindergarten/TK
- a K/TK Breakout
- c K/TK Storage
- b Staff Bathroom
- First/Second Grade
- a First/Second Breakout
- b First/Second Coat Room
- Girl's Bathroom
- a Water Heater Closet
- Janitorial Closet
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- 29 Tenth Grade
- 30 Storage Shed
- 31 High School Counseling Office

**YES Charter Academy Building & Floor Plan**  
7/25/2025



YES CHARTER ACADEMY has moved forward with the option for the high school expansion, already approved by the County Board, to be located at 9256 Marysville Rd., Oregon House, CA, 95962, which is on the five acres we purchased that is contiguous to our current leased campus. 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. We have expanded our high school 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.

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

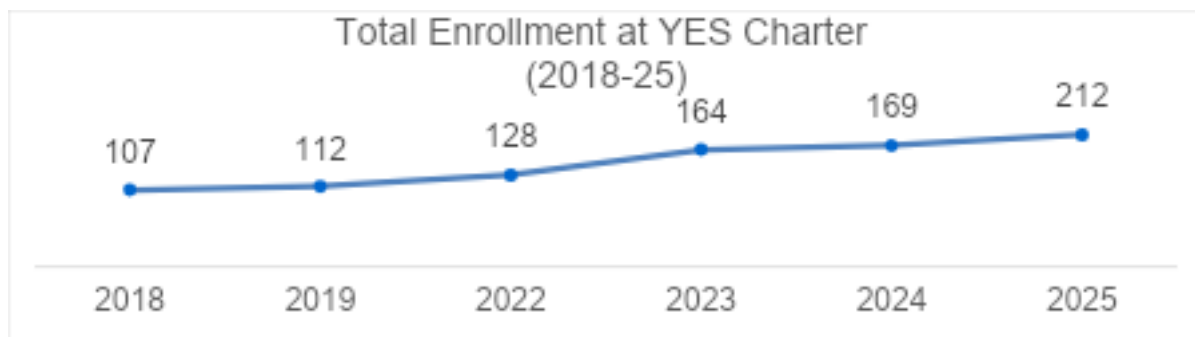


YES CHARTER ACADEMY, related to stewardship of the environment and responsibility to fellow students and the larger community. This will continue in our budding high school, and include 1-2 years of student internships, a senior financial literacy mathematics courses, and all lab sciences taught from the Career Technical Education (“CTE”) lens of the Forestry and Natural Resources pathway. 40 hours of community service will be a recommended part of our graduation profile.

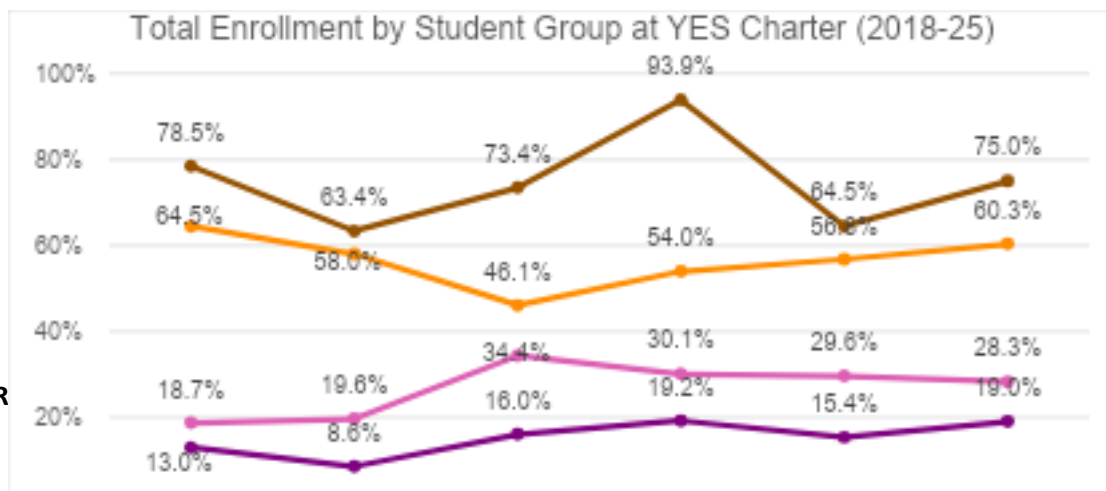
YES CHARTER ACADEMY represents a community effort by local citizens to offer educational choice within the public education system. The Charter School is incorporated as a nonprofit public benefit corporation and has been granted tax exempt 501(c)(3) status. The Council of Directors (“Council”) includes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

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 attending 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.

**Community Partnerships Supports**



We attribute the growth in enrollment over time to families with children desiring an education that YES has to offer. During COVID we pivoted to online learning as well as paper packets of units of study for students without internet access or unreliable or inadequate internet service.





YES CHARTER ACADEMY has returned to its project-based school design plan, which was significantly disrupted by the COVID-19 pandemic. Unlike more established schools with longstanding teams and robust systems, YES was forced to adapt to virtual instruction that was plagued with technological challenges and unstable internet connections alongside adding an additional influx of 45 Yuba Foothill new students and families, teachers who needed extra support and new programming that could no longer be project based.

**YES is designed to meet the unique and changing academic needs of their students.**

- o Demographics: A high proportion of YES’s students qualify as low-income, Hispanic, White, or Students with Disabilities. In the 2024-25 school year YES student demographics were 29% Hispanic, 65% socio-economically disadvantaged, 57% White, and 15%, Students with Disabilities represented the smallest group, with 8.6% in 2019, but grew exponentially and doubled in 2022 and has stayed steady in growth as seen in 2023 with a slight drop in 2024 to growth again in 2025 at 19.2%.
- o One of the most prevalent factors in our population growth is Students with Disabilities. The majority of new students with Individualized Education Programs (“IEP”) already them in place when they enroll. YES also continues to identify students for Special Education testing adding to our Students with Disabilities enrollment. YES has made strides to serve this unique student group by hiring additional teachers, solidifying community partnerships for additional services and adopting the whole team approach. Parents of children with IEPs have made the choice to send their students to YES because of the positive reputation for individualized learning supports and transportation to a smaller rural school that is connected to the environment with inclusive practices for all students learning together as a group.
- o Socio-economically Disadvantaged (“SED”) students consistently made up the largest student group, accounting for 75% in 2025 with the largest population growth in 2023 at 93.9% and then dropping at 64.5% in 2024.

**YES attributes our growing enrollment to several factors including a growing appreciation for:**

- o Education focused on environmental stewardship



- o Project-based learning (“PBL”) and a campus with a garden and other outdoor spaces.
- o Farm to school lunches including locally grown produce
- o Engaged Special Education program with a vibrant Learning Center

### C. Council of Directors and Charter School Leadership 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. 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 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 out of doors 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, CEO**

Paul Mc Govern graduated from University College Dublin with a major in International Marketing and Finance. He is currently CEO of Database Republic, 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.

**Lance Haliday, Council of Directors Teacher Representative Member**

Lance Haliday earned his B.A. in Geography - Ecosystems from UCLA in 1983. He began teaching Jr. High full-time at a private school in the Los Angeles area shortly after while also getting his teaching credential in Social Sciences from Cal State University, Northridge. After five years of full-time teaching, Lance moved into an administrative position at the same private school and obtained his M.A. in Educational Administration from Cal State University, Northridge in 1993. He has served on the school board at his schools for over 35 years now and has served on various board committees.

Lance moved to Big Oak Valley in Nevada County in 2019 and worked in private school administration in Yuba City before returning to teaching. He is currently in his second year of teaching secondary school grades at Yuba Environmental Science Charter Academy. He is married and has three adult children.

**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.

**Wendy Underhill, Director:**

Wendy Underhill retired after thirty years of state service with the Department of Water Resources ("DWR") in 2023. She was the manager of maintenance for the California State Water Project and all of its facilities, dams and lakes. She graduated the DWR Civil Maintenance Apprenticeship program in 1997 and went on to fill numerous technical positions within the department with an emphasis on computer analytics. She won the IT Leadership award from the California Public Sector Academy in 2023 for her work in computerizing maintenance practices and managing the asset program transformation for DWR. She has completed extensive managerial and supervision training and has project management, document management and staff management training and experience.

Wendy was born and educated in England and moved to the United States in 1975. She moved to Yuba foothills in 1995 and worked for DWR in Sacramento and Oroville locations. As the Chief Planner/Scheduler



for DWR in Oroville, she was made the logistics team lead for the Oroville Dam spillway emergency in 2017 and is experienced in emergency management and formally trained in Standardized Emergency Management System practices.

Wendy is still an active consultant for DWR and has also provided some technical assistance to the North Yuba Water Agency. Her skills include communication, planning and scheduling, budgeting, computerized maintenance management systems, asset management, condition assessment and preventative maintenance and resource planning.

Her hobbies include gardening, woodworking, leatherwork and boating/fishing. She is the proud Mom of two dogs and three cats and too many hummingbirds to count! Her two goddaughters are graduates of YES. Joining YES as a board member will allow her to continue to serve the public by using her management and maintenance experience to help the school to continue to improve.

#### D. Criteria for Renewal

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Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE’s performance category designations, YES merited the middle-performing category. We present evidence and data below to demonstrate that YES has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
  - A. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
  - B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and



completion rates equal to similar peers.

- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. YES utilizes CAASPP, i-Ready through the end of the 2024-25 school year, and IXL beginning the 2025-26 school year, which will be discussed in more detail below **(See Appendix 17)**.

### Dashboard State and Local Indicators (2024)

#### Highlights:

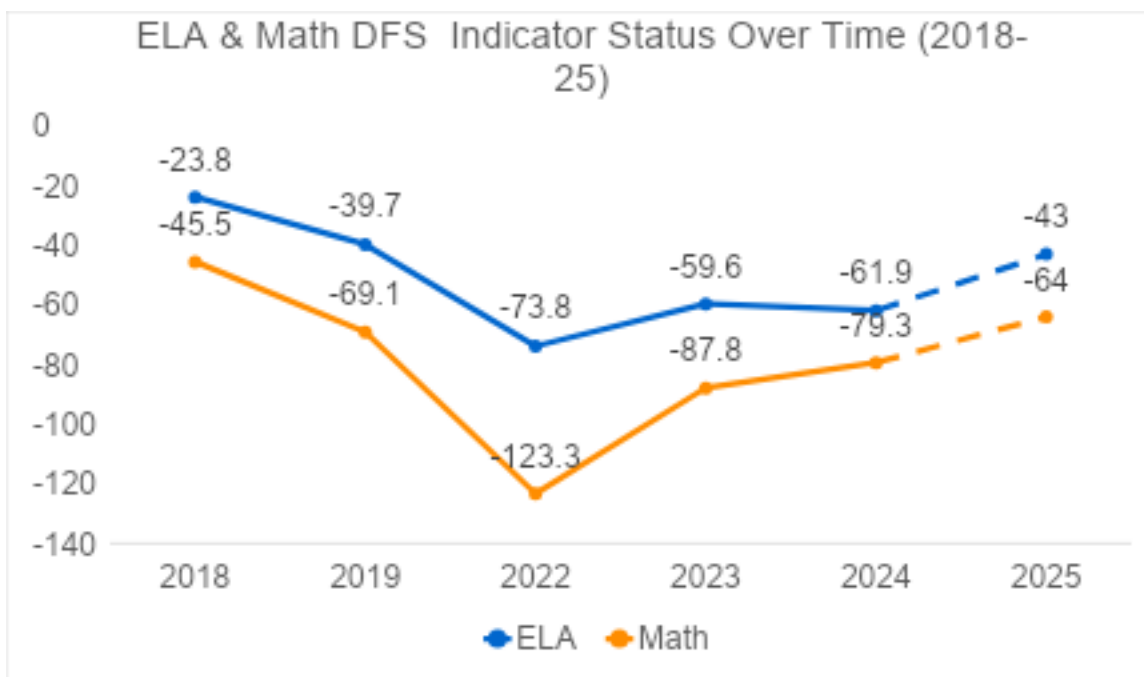
- Academic Achievement: YES CHARTER ACADEMY has continued to make measurable increases and sufficient progress toward meeting standards to provide a benefit to its students, as evidenced by the overall improvement in CAASPP since the ~~start~~ end of the pandemic. When viewing data comparatively YES, at both the all-student level and subgroup level, surpasses the District in Math as evidenced by CAASPP data.
- Community: YES CHARTER ACADEMY serves the best interests of students as it serves a growing student population, as evidenced by increasing enrollment, as families continue to choose YES. The Charter School has a strong culture, with chronic absenteeism and suspension rates lower than both the District and the State. YES is now offering a full range of student grades from ages 0-5 through ABC Sprouts programming to TK-12 grades.
- Environmental PBL: YES CHARTER ACADEMY has remained faithful to their mission and vision to provide an environmental science focus in connection to community and to embed environmental stewardship components throughout the YES school experience for not only students, but their families and the surrounding communities to create lifelong environmental stewards.



*Academic Achievement*

The following chart reflects the Charter School’s Distance from Standard (“DFS”) in ELA and Math from 2018 to 2024. Dashboard performance shows measurable increase and sufficient progress towards meeting standards since 2022. Our 2022 CAASPP results reflect the COVID disruption; however, our 2023 CAASPP results show academic recovery and growth. Our 2024 results show a continued increase in math achievement and a leveling off of ELA achievement. Our unofficial 2025 data show continued growth in student academic achievement in both ELA and Math.

**YES CHARTER ACADEMY ELA & Math Distance from Standard 2018 to 2025**



- o YES CHARTER ACADEMY performance over the course of the charter term clearly demonstrates the impact of the pandemic on student performance.
- o When viewing CAASPP ELA outcomes, YES students experienced a DFS change of -34 from 2019 to 2022.
- o Despite a decline in performance in 2022, YES improved +14 DFS points the following year. CAASPP data continues to show a positive shift in academic performance, as evidence by preliminary CAASPP outcomes.
- o According to our projections, YES CHARTER ACADEMY’s DFS for ELA in 2025 will be -43 which reflects a DFS improvement of 30.8 since 2022. YES CHARTER ACADEMY’s DFS for math in 2025 is projected to be -64 which reflects as DFS improvement of 59.3 since 2022.
- o In 2022, c the first year of State testing after the pandemic, YES CHARTER ACADEMY’s CAASPP results were lower than both the District and State in ELA and Math.



- o In 2023, YES CAASPP data was comparable in English Language Arts and Math to Marysville Joint Unified School District (“MJUSD” or the “District”). By 2024, YES outperformed MJUSD in Math. Although YES’s 2024 ELA DFS is lower than MJUSD, our progress over two years in overcoming the COVID gap is more profound. We believe these results best reflect the outcome of our planned school design, which emphasizes in-person specialized educational programming, in-person supports, and meaningful community building.

**YES English Language Arts and Math Dashboard Performance Levels**

	2022	2023	2024	2025
<b>ELA</b>	“Very Low”	Increased 15 points	Maintained -2.3 points	Increased 12 points*
<b>Math</b>	“Very Low”	Increased 35.5 points	Increased 8.5 points	Increased 19 points*
				<b>*Projected</b>

- o CAASPP data shows improvement in both ELA and math in 2023 increasing a significant number of points in both categories. This was our first year using Illustrative Math curriculum and Instruction Partners (**See Appendix 10**) for math implantation support. In ELA we did not purchase a new curriculum but rather focused on reading fluency and writing skills to increase student achievement.
- o In 2024, YES maintained ELA, with a small dip in scores and continued to grow in math, increasing 8.5 points.
- o In the 2024-25 school year, YES purchased a new ELA curriculum and contracted for implementation support for grades TK-2 with Instruction Partners. The first students to take the CAASPP in third grade were taught by teachers who were coached by Instruction Partners using SAVVAS will take the CAASPP in the 2025-26 school year (**See Appendix 1F Scope & Sequence**).

**YES CHARTER ACADEMY English Language Arts**

**YES ELA Dashboard Data from 2022 to 2024 by Subgroup**

Demographic	2022	2023	2024
YES	-73.8 “Very Low”	-59.6	-61.9
Hispanic	-93.6*	-66.7*	-57.8
Socioeconomically Disadvantaged (“SED”)	-75.7 “Very Low”	-59.3	-66.5
White	-55.8*	-60.1*	-54.2
State	-12.2 “Low”	-13.6	-13.2
MJUSD	-49.4	-53.3	-50.8

\*No performance color

- o YES students experienced a DFS change of -34 from 2019 to 2022. Despite a decline in



performance, YES improved 14 DFS points the following year, from 2022 to 2023, then a slight dip of 2.3 points (-61.9) in 2024.

- o Hispanic students achieved the greatest improvement since the COVID disruption gaining 35.8 points compared to White students gaining 1.6 points and Low SES students gaining 9.2 points.
- o YES performed below the State and District at the all-student level but shows the greatest improvement in DFS over time.
- o Both the White and Hispanic subgroups raised their scores in ELA in 2024. The subgroup who did not raise their achievement in ELA in 2024 was SED. YES is focused on meeting the needs of SED students in a variety of ways

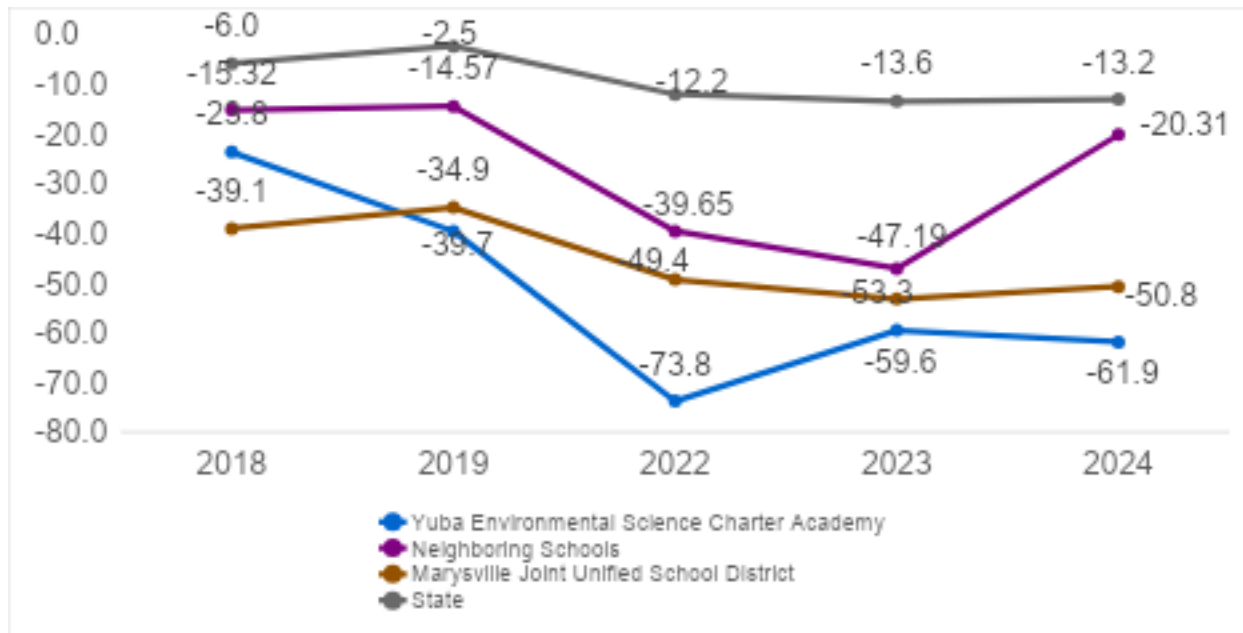
**YES ELA Indicator Results with Neighboring Schools, District, and State (2024)**

	YES	Dobbins Elementary	Foothill Intermediate	Loma Rica Elementary	Yuba Feather Elementary	MJUSD	State
Hispanic/Latino	-57.8		7.0		-5.1	-56.4	-39.3
White	-54.2	-27.4	-20.7	-7.3	-51.7	-40.7	19.2
Socio-Economically Disadvantaged	-66.5	-34.6	-36.8	-6.9	-44.1	-60.5	-40.9
Students with Disabilities	-102.6		-86.2		-63.5	-110.1	-95.6
All Students	-61.9	-29.7	-15.9	0.7	-43.1	-50.8	-13.2

- o Comparatively: Although YES performs below the State and District at the all-student level on CAASPP ELA, viewing data by their major subgroups provides additional context on how the Charter School serves their students as described below.
- o In 2024, Students with Disabilities at YES Charter had a lower ELA DFS (-102.6) than Marysville Joint Unified School District (-110.1), but higher than the State average (-95.6).



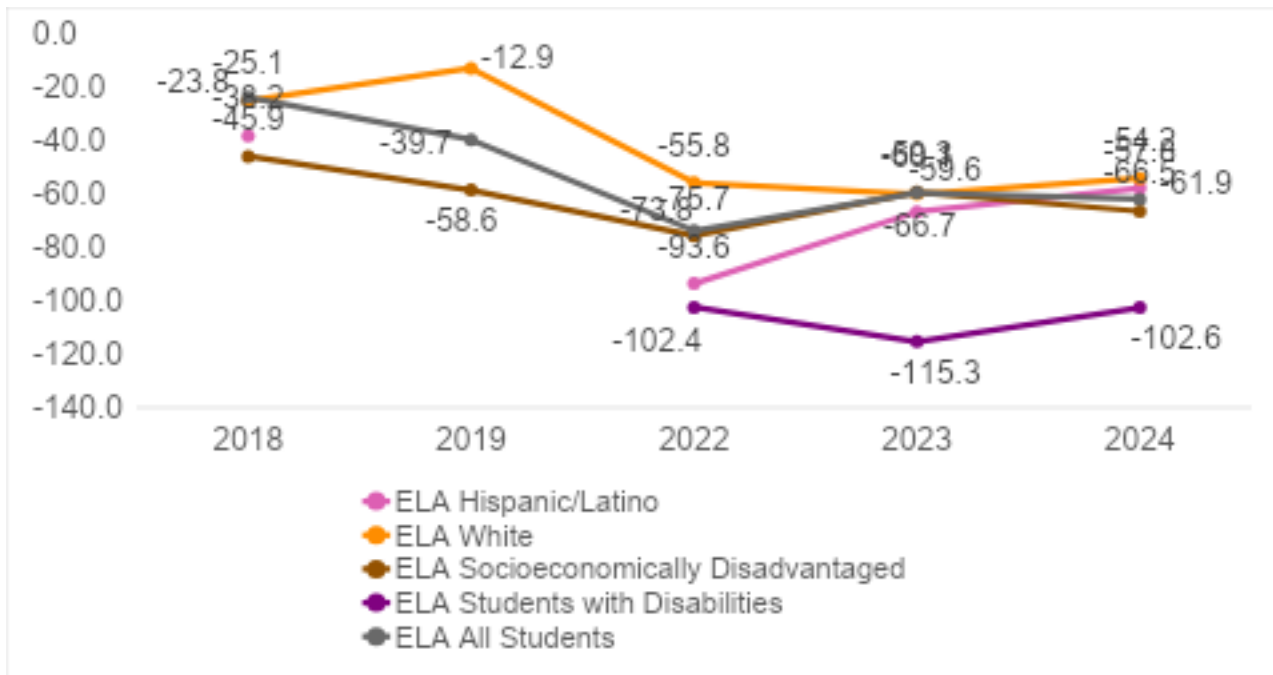
**YES Charter ELA Indicator Status Over Time with Neighboring Schools, District, and State (2018-2024)**



- o Overtime: YES’s performance over the course of the charter term clearly demonstrates the impact of the pandemic on student performance. When reviewing ELA CAASPP outcomes, YES students experienced a DFS change of -34 from 2019 to 2022. Despite a decline in performance, YES improved +14 DFS points the following year, from 2022 to 2023. CAASPP data continues to show a positive shift in academic performance, as evidence by preliminary CAASPP outcomes.
- o According to our projections, YES’s DFS for ELA in 2025 will be -43 which reflects a DFS change of +18.9 points.
- o YES Charter ELA DFS saw a decline from -39.7 in 2019 to -73.8 in 2022, followed by an improvement to -59.6 in 2023, then a slight dip to -61.9 in 2024.



**YES CHARTER ACADEMY ELA Indicator Status by Student Group Over Time (2018-2024)**



- o Comparatively: Although YES performs below the State and District at the all-student level on CAASPP ELA, viewing data by their major subgroups provides additional context on how the Charter School serves their students. YES saw an increase of Students with Disabilities enrollment, from 8% in 2019 to 19% in 2024, and is making strides to serve this unique student group.
- o Students with Disabilities declined from an ELA DFS of -102.4 in 2022 to -115.3 in 2023, then improved in 2024 to a similar level as 2022 at -102.6
- o YES ELA DFS saw a decline from -39.7 in 2019 to -73.8 in 2022, followed by an improvement to -59.6 in 2023, then a slight dip to -61.9 in 2024.

**Reasons for Initial Improvement in ELA and then Stalled Improvement:**

- o Focused on reading fluency and writing skills to increase student achievement in the 2022-23 school year reflecting the achievement gains in 2023
- o Purchased a new reading curriculum in the 2024-25 school year
- o Added support for ELA in the 2024-25 school year in grades TK-2<sup>nd</sup> in Foundational Skills. Our goal is to bring all 2<sup>nd</sup> grade students to reading proficiency before sending them to 3<sup>rd</sup> grade.
- o The first students benefiting from the new curriculum took the CAASPP in 2025.
- o The first 3<sup>rd</sup> grade students benefiting from both the new curriculum and teachers who were coached by Instruction Partners will take the CAASPP in 2026.
- o The Charter School has implemented the following to increase ELA performance:
  - o Purchasing SAVVAS ELA program



- o Contracting with Instruction Partners for implementation support in grades TK-2
- o Inviting community volunteers into classroom libraries to engage students in reading
- o Fostering a culture of reading through Book Tournaments, Read Across America, and Community Readers, Self Selected Reading and reading logs

**YES CHARTER ACADEMY Math Performance**

**YES CHARTER ACADEMY Math Dashboard Data from 2022 to 2024 by Subgroup**

Demographic	2022	2023	2024
YES	-123.3 "Very Low"	-87.8	-79.3
Hispanic	-152.2*	-112.1*	-87
Socio-economically Disadvantaged	-130 "Very Low"	-87.7	-86.7
White	-96*	-74.5*	-67.8
State	-51.7 "Low"	-49.1	-47.6

- o YES chose to adopted a new math curriculum and contracted with Instruction Partners for support in math implementation in the 2022-23 school year. The results were an overall improvement in the math DFS from -123.3 to -87.8 in 2023 and an improvement in Hispanic DFS from -152.2 to 112.1 in 2023.
- o Hispanic students' DFS in math was greater than the DFS of other subgroups. However, Hispanic students continued to show gains in the 2024 school year with an improved DFS of -87. This subgroup has made the largest improvement in Distance from Standard of the YES subgroups, an improvement of 65.2.
- o Performance on the 2024 math CAASPP is comparable to the YES subgroup, SED, in 2024 at 86.7. Both the Hispanic and Low SED subgroups performed below the White subgroup at -67.8.
- o Adoption of Illustrative Math and contracting for math implementation support from Instruction Partners, YES addressed these deficits by offering math tutoring in the ELOP program and by creating Individualized Learning Plans for each student in math based upon data from i-Ready assessments.
- o Based upon performance on the i-Ready math assessment, students received differentiated instruction and were assigned individualized math support. Teachers monitored their progress and updated their Individualized Learning Plan goals throughout the school year.
- o

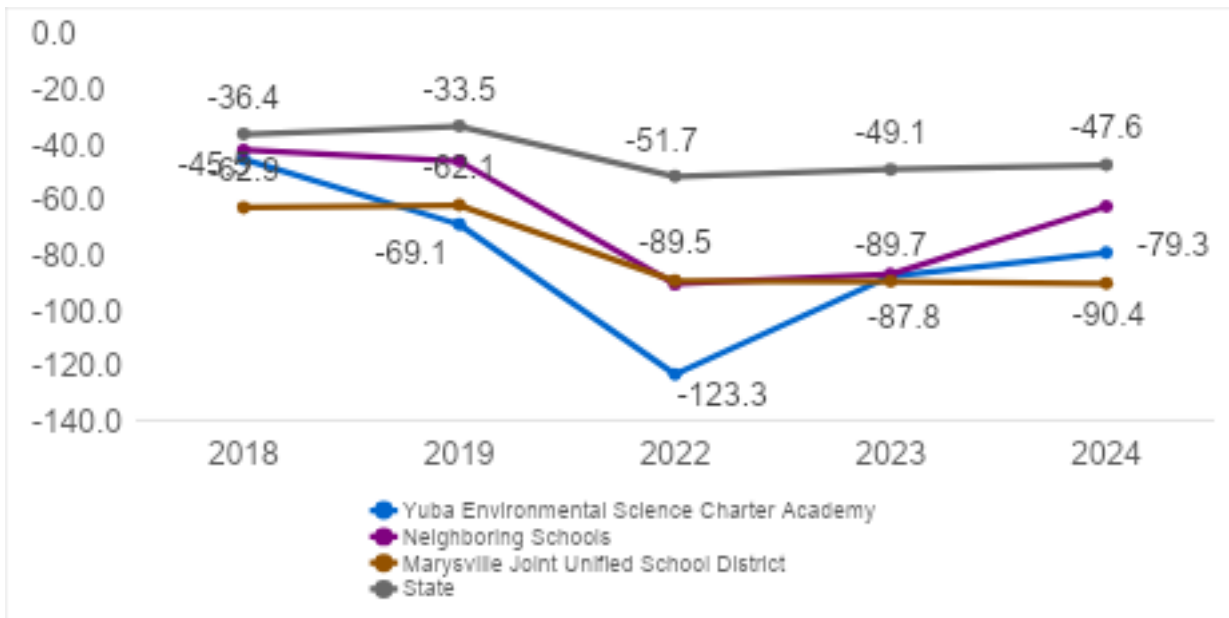


**YES CHARTER ACADEMY Math Indicator Results with Neighboring Schools, District, and State (2024)**

	YES	Dobbins Elementary	Foothill Intermediate	Loma Rica Elementary	Yuba Feather Elementary	MJUSD	State
Hispanic/Latino	-87.0		-28.1		-51.7	-96.3	-79.2
White	-67.8	-56.8	-71.8	-31.0	-71.9	-77.6	-10.3
Socio-economically Disadvantaged	-86.7	-93.8	-82.9	-43.9	-74.8	-99.6	-78.2
Students with Disabilities	-111.2		-128.5		-102.2	-138.4	-124.3
All Students	-79.3	-70.4	-64.9	-29.1	-71.2	-90.4	-47.6

- All student groups at YES performed better than the same student groups in MJUSD.
- In 2024, Students with Disabilities at YES achieved better Math DFS (-111.2) than:
  - o MJUSD: -138.4
  - o State: -124.3
  - o Foothill Intermediate: -128.5

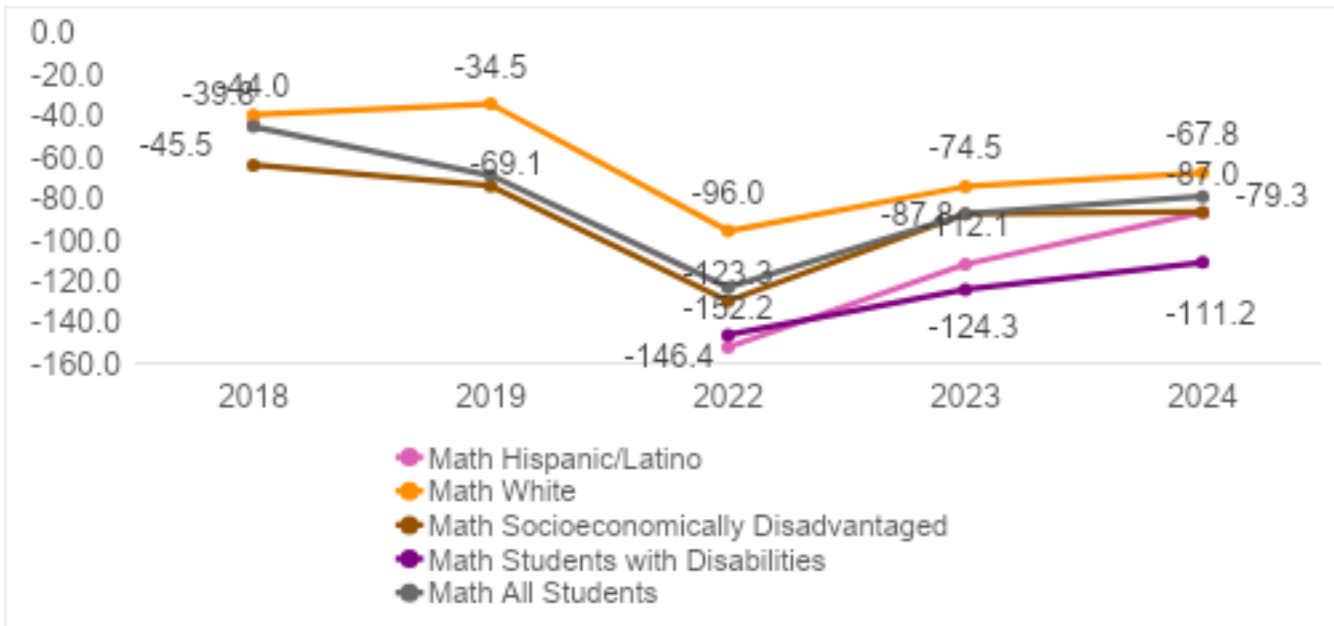
**YES CHARTER ACADEMY Math Indicator Status Over Time with Neighbors, District and State (2018-24)**



- o YES's Math DFS improved from -123.3 in 2022 to -79.3 in 2024, a gain of 44 points.
- o According to our projections, YES's DFS for Math in 2025 will be -64 which reflects a DFS change of +15.3 points.



**YES CHARTER ACADEMY Math Indicator Status by Student Group Over Time (2018-2024)**



YES CHARTER ACADEMY is making strides to improve Math performance following the pandemic. When viewing Math CAASPP outcomes, YES students experienced a DFS change of -54 from 2019 to 2022. Despite a decline in performance, YES improved 44 DFS points from 2022 to 2024. This trajectory continues, as evidenced by preliminary CAASPP outcomes. According to our calculations, YES’s DFS for Math in 2025 will be - 64 which reflects a DFS positive change of 59.3.

- o Students with Disabilities had the lowest Math DFS in 2024 at -111.2, though they have improved from -146.4 in 2022.
- o Furthermore, when viewing data comparatively YES, at both the all-student level and subgroup level, surpasses the District in Math as evidenced by CAASPP data.
- o Moreover, when drilling down by student group, all student groups have seen growth since the end of the pandemic (2022).
- o Hispanic students made the most growth.

**Reasons for Improvement in Math**

- o Bought a new math curriculum, Illustrative Math
- o Contracted with Instruction Partners to support the implementation of the new math curriculum.
- o Instruction Partners guided YES teachers and administration through cycles of improvement in math instruction.
- o Implemented protected weekly PLC time for teachers to model and practice the implementation of the math curriculum.
- o Used i-Ready data to inform instructional decisions.
- o Used i-Ready assessment data to create individualized learning math goals for each student and updated them three times per year.



**Did the Charter School make one year's progress on verified data?**

- o i-Ready identifies the median Progress Toward Typical Growth as an aggregate growth measure that can be used to show growth for a group of students.
- o According to the test publisher, the median elementary school student must make 75% progress toward typical growth in Reading and 80% progress in Math to be considered making a year's progress in each subject area. For middle schoolers, median growth in Reading should be 45% or greater and 60% or greater in Math.
- o The Typical Growth Progress column in the i-Ready Reading and Math reports for 2024-25 school year show that elementary (K-5) and Middle School (6-8) students made a year's progress in both Reading and Math in the 2024 and 2025 school year according to these benchmarks.
- o Therefore, YES CHARTER ACADEMY is successfully helping a majority of its students make measurable increases in achievement throughout the school year.



**i-Ready ELA School Median Progress by Grade**

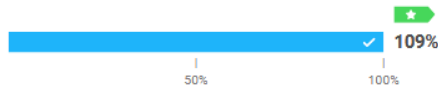
**Diagnostic Growth**



School: All Schools  
Subject: Reading  
Academic Year: 2024 - 2025  
Comparison Diagnostic: Most Recent

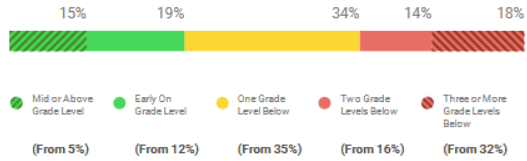
Students Assessed/Total: 154/170

**Progress to Annual Typical Growth (Median)**

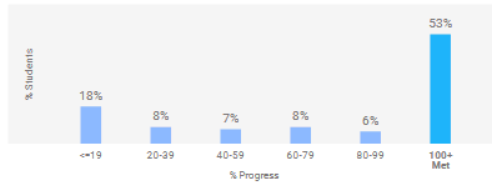


The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

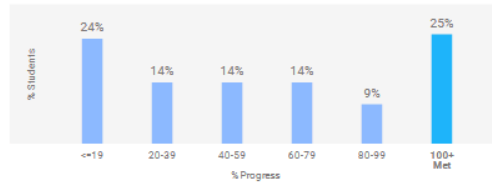
**Current Placement Distribution**



**Distribution of Progress to Annual Typical Growth**



**Distribution of Progress to Annual Stretch Growth®**



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	72%	33%	53%	17%	67%	12/13
Grade 1	102%	55%	70%	27%	45%	11/14
Grade 2	64%	22%	42%	6%	44%	18/19
Grade 3	203%	88%	103%	56%	100%	16/17
Grade 4	170%	64%	84%	43%	57%	14/14
Grade 5	150%	62%	68%	38%	59%	29/30
Grade 6	85%	50%	32%	6%	44%	18/21
Grade 7	124%	58%	44%	21%	47%	19/22
Grade 8	50%	35%	16%	6%	35%	17/20

**i-Ready Math School Median Progress by Grade**

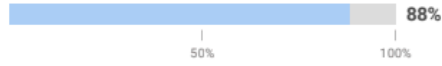


# YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY

School: All Schools  
 Subject: Math  
 Academic Year: 2024 - 2025  
 Comparison Diagnostic: Most Recent

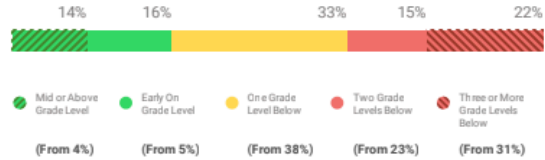
Students Assessed/Total 154/170

### Progress to Annual Typical Growth (Median)

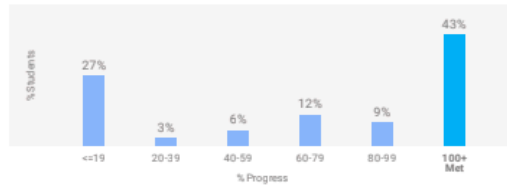


The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

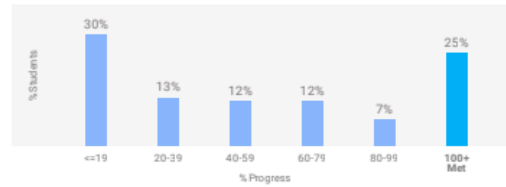
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	88%	42%	72%	17%	42%	12/13
Grade 1	131%	64%	103%	64%	73%	11/14
Grade 2	77%	28%	51%	22%	56%	18/19
Grade 3	140%	63%	91%	50%	69%	16/17
Grade 4	150%	64%	93%	43%	71%	14/14
Grade 5	92%	39%	48%	25%	61%	28/30
Grade 6	100%	53%	50%	11%	53%	19/21
Grade 7	17%	16%	9%	0%	26%	19/22
Grade 8	75%	35%	29%	18%	53%	17/20

## YES CHARTER ACADEMY's 2024 Dashboard Local Indicators



Indicator	
Basics: Teachers, Instructional Materials, Facilities	"Standard Met"
Implementation of Academic Standards	"Standard Met"
Parent and Family Engagement	"Standard Met"
Local Climate Survey	"Standard Met"
Access to a Broad Course of Study	"Standard Met"

YES CHARTER ACADEMY meets all the 2024 Dashboard Local Indicator standards.

**Chronic Absenteeism**

YES has a lower rate of chronic absenteeism than surrounding schools, the District, and the State.

**YES CHARTER ACADEMY Chronic Absenteeism: Subgroup Compared to Local Schools, District & State (2024)**

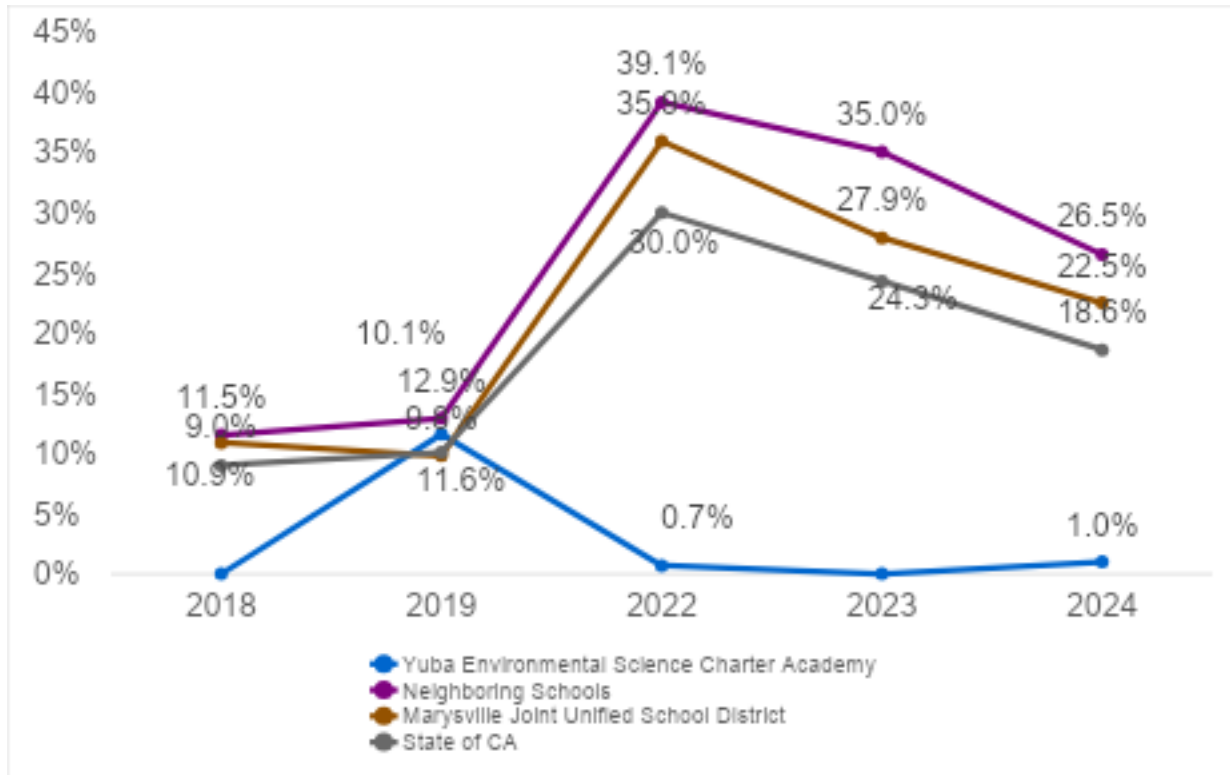
	YES	Dobbins Elementary	Foothill Intermediate	Loma Rica Elementary	Yuba Feather Elementary	MJUSD	State
Hispanic/ Latino	1.7%	33.3%	18.9%	22.2%	35.7%	21.0%	21.7%
White	0.9%	25.0%	24.8%	22.9%	36.0%	27.0%	13.5%
Socio-economically Disadvantaged	0.7%	27.6%	31.9%	33.9%	40.4%	26.2%	23.4%
Students with Disabilities	0.0%	25.0%	28.6%	18.2%	37.1%	28.3%	26.3%
All Students	1.0%	26.3%	22.9%	22.0%	36.4%	22.5%	18.6%

- o Chronic Absenteeism at YES CHARTER ACADEMY was the lowest across all student groups compared to neighboring schools, the District, and the State with differences ranging from 13% to 40%

**YES CHARTER ACADEMY Chronic Absenteeism Rate Over Time with Neighbors, District, and State (2018-2024)**



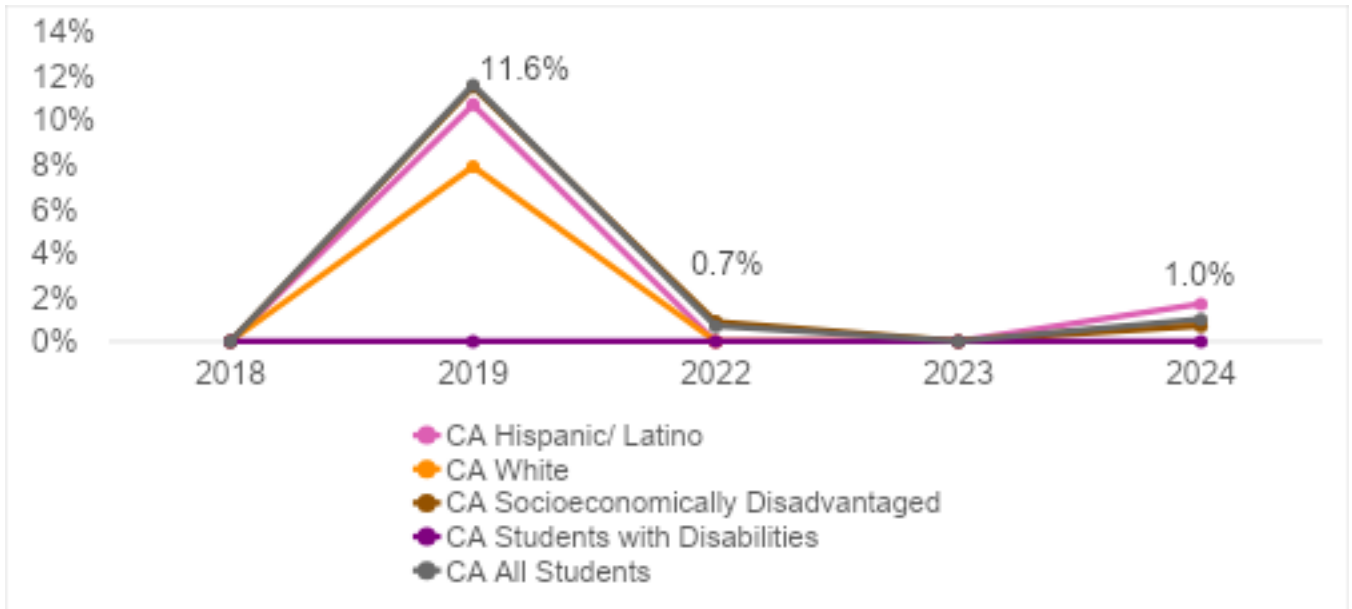
## YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY



- o YES CHARTER ACADEMY improved its absenteeism rate from 11.6% in 2019 to 0.7% in 2022, and rates have remained low since.
- o YES CHARTER ACADEMY's absenteeism rates at 1% are much lower than:
  - o Neighboring schools: 26.5%
  - o MJUSD: 22.5%
  - o State: 18.6%



### YES CHARTER ACADEMY Absenteeism Rates by Student Group Over Time (2018-2024)



- o All student groups followed a similar trend, with Students with Disabilities consistently showing the lowest chronic absenteeism rates at 0%.

YES attributes its lower rate of chronic absenteeism to its Multi-Tiered Level System of Supports (“MTSS”) approach.

**Tier 1:** Tier 1 supports include utilizing pro-active whole school strategies that promote whole school attendance by providing a safe, welcoming and engaging environment. YES CHARTER ACADEMY utilizes the recommended framework of Positive Behavioral Intervention Support (“PBIS”) through our SPAARK programming, that reinforces positive behavior and intrinsic and extrinsic reward through our SPAARK assemblies for Environmental Stewards, Positive Team Members, Academic Masters, Responsible Citizens, Resourcefulness and Kindness.

YES staff are trained on MTSS framework and how to identify students in need of a higher level of care. Staff are training yearly in state approved best practices of Nurtured Heart, Growth Mindset, Trauma Informed Approaches and Restorative Justice practices (**See Appendix 6A-D PBIS**). YES sends out invitations for campus visits, volunteering, and opportunities for input and change through our Parent Club, committees and Council of Director and Road Map meetings. We provide an engaging environment through our Farm to School program that is a living breathing classroom where students explore science, sustainability and the powerful connection between food, health and community.

**Tier 2:** YES CHARTER ACADEMY has implemented Tier 2 target supports and strategies to ensure



when students miss school, contact is made to families via automated messages telling the parent or guardian of their student’s absence. We have staff dedicated to family engagement through phone

calls, emails and opportunities for conversations on updates and the well-being of their students and family. In cases of consecutive and/or chronic absences our short-term independent study program is offered to complete missed school work along with inquiry on any social, emotional or health reason the student is missing school. YES CHARTER ACADEMY utilizes the Attendance Works strategies such as attendance contracts and offers families attendance messaging and handouts through Parent Square that helps build a habit and culture of attendance to help families understand why going to school every day matters and what they can do to ensure their students are in school.

**Tier 3:** YES CHARTER ACADEMY provides Tier 3 intensive supports and strategies that provide specific supports based on students and family needs through our Student Attendance Review Team and the process of Student Success Plans as outlined in Section two (2) of Special Student Populations. These meetings address chronic absenteeism that has not been remedied by Tier 1 and Tier 2 supports and strategies. YES CHARTER ACADEMY employes a Family Liaison that tracks chronically absent students to conduct outreach to families to offer additional student and family supports.

**Suspension Rates**

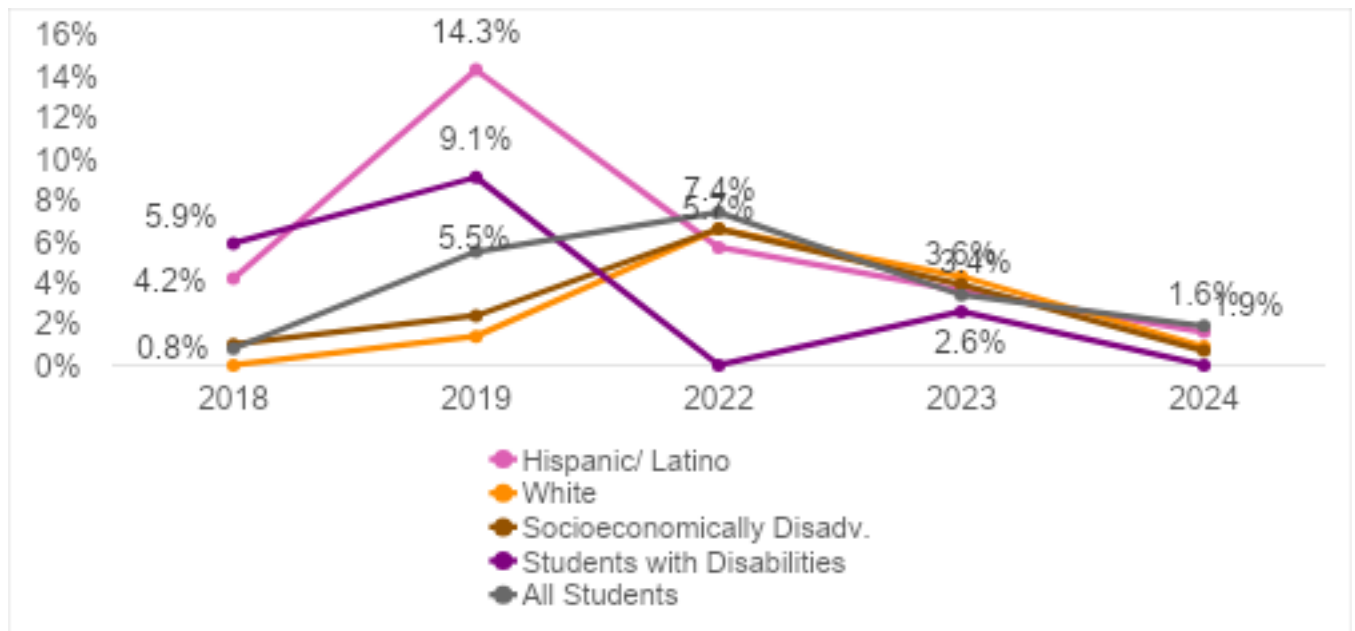
**YES CHARTER ACADEMY Suspension with Neighbors, District, and State (2024)**

	YES	Dobbins Elementary	Foothill Intermediate	Loma Rica Elementary	Yuba Feather Elementary	MJUSD	State
Hispanic/Latino	1.6%	0.0%	8.1%	3.6%	6.1%	5.4%	3.4%
White	0.9%	3.4%	14.7%	2.7%	19.8%	7.8%	2.6%
Socio-economically Disadvantaged	0.7%	1.7%	17.2%	1.7%	16.9%	7.2%	4.0%
Students with Disabilities	0.0%	7.7%	11.4%	0.0%	36.1%	8.9%	5.4%
All Students	1.9%	2.4%	12.8%	2.6%	16.4%	6.2%	3.2%

- o Suspension rates for all student groups at YES CHARTER ACADEMY were lower than those at MJUSD, the State, and neighboring schools – except for Hispanic/Latino students at Dobbins Elementary (0%) and Students with Disabilities at Loma Rica Elementary (0%).
- o The largest gap was seen among Students with Disabilities, with a 0% suspension rate at YES CHARTER ACADEMY compared to 36.1% at Yuba Feather Elementary.



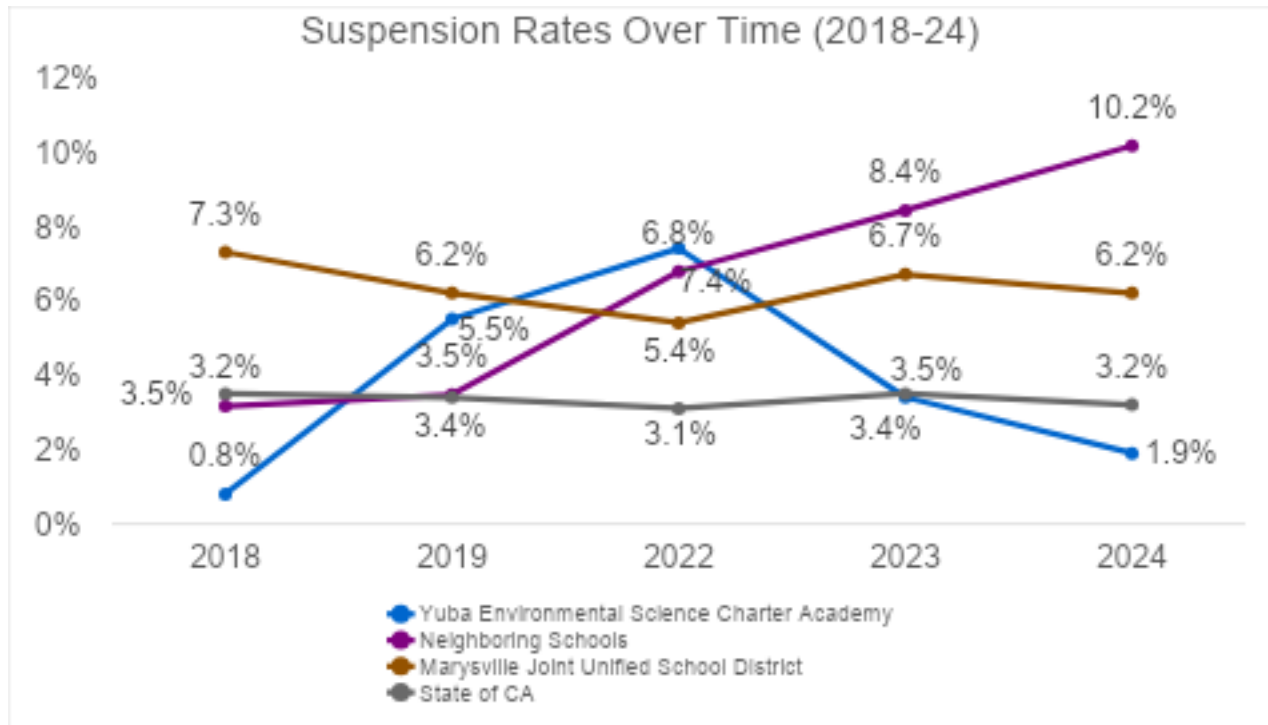
**YES CHARTER ACADEMY Suspension Rates by Student Group Over Time (2018-2024)**



- o Students with Disabilities and Hispanic/Latino students showed similar trends in suspension rates, as did Socioeconomically Disadvantaged and White students.
- o YES noted the higher rate of suspension of Students with Disabilities and Hispanic students in 2019 and implemented equitable practices to lower these rates. We were successful as evidenced by rates of suspension of all subgroups being similarly low in 2024.
- o Since 2022, Students with Disabilities have had the lowest suspension rates among all groups, reaching 0% in 2024.



**YES CHARTER ACADEMY Suspension Rates Over Time with Neighboring Schools, District, and State (2018-2024)**



- o Suspension rates decreased from 6.8% in 2022 to 1.9% in 2024.
- o YES CHARTER ACADEMY’s suspension rate in 2024 is lower at 1.9% compared to:
  - o Neighboring Schools: 10.2%
  - o MJUSD: 6.2%
  - o State: 3.2%
- o YES has seen a significant decrease of its Suspension Rate from 2022 to 2024.
- o While YES is in the same performance category as the State in 2024, YES’s rate was 1.3% lower.

**YES attributes its low suspension rates to a number of factors:**

- o Just as with chronic absenteeism, YES CHARTER ACADEMY has Implemented best practices recommended by the California Department of Education by utilizing a Multi-tiered System of Supports for discipline. YES has adopted the supports and a culture of care.
- o Training and use of evidence-based programs and initiatives such as Nurtured Heart Approach Positive Behavior Intervention and Supports, and Growth Mindset.
- o Addition of the position of Family Liaison to form authentic connections between school and home.
- o Training in Restorative Practices for the person in the Family Liaison position.



## Conclusion

### Areas of Strength:

YES CHARTER ACADEMY responded to the poor academic achievement of students coming out of the COVID disruption proactively in the following ways:

- o Addressed our biggest deficit, math achievement, with the purchase of a high-quality math curriculum, Illustrative Math
- o Secured effective math coaching through Instruction Partners
- o Achieved better math results on the dashboard than the District overall and in all subgroups in 2024
- o Achieved better math results on the dashboard than the State in the subgroup of Students with Disabilities
- o Addressed our ELA deficit first with a focus on reading fluency and writing skills
- o Addressed our ELA deficit with the purchase of the Savvas ELA curriculum in the 2024-25 school year.
- o Secured the support of Instruction Partners for implementation support in foundational reading skills in TK-2
- o Closed the YES achievement gap between Hispanic students and other sub-groups in ELA and math
- o Brought down high chronic absenteeism rates in 2019 to low rates in 2022, 2023 and 2024
- o Have a lower chronic absenteeism rate than Neighboring Schools, the District, and the State.
- o Went from suspension rates greater than Neighboring Schools, the District, and the State in 2022 to lower suspension rates than these in 2024
- o Repaired the YES high suspension rates of Hispanic students and Students with Disabilities from 2022 to 2024

### Areas of Needed Improvement

- o Raise English Language Arts and math academic achievement. We will do this by continuing to support teachers and students in the following ways:
  - o Coaching for teachers
  - o Protected Professional Learning Community time for teachers
  - o Individualized Learning Plans for students
  - o ELOP homework help for students
  - o Small group intervention based upon IXL data
  - o Individualized intervention based upon IXL data
  - o Project based learning that integrates authentic applications for reading, writing, and math skills

YES CHARTER ACADEMY continues to look for innovative ways to raise students' academic achievement. YES leaders and teachers are engaged in continuous cycles of improvement with our coaches, in our professional development, and in our Professional Learning Communities. We seek input from students, parents and community members on how to better serve students and raise their academic



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achievement. We are committed to identifying evidence based and research-based programs and initiatives that will propel teachers to higher levels of efficacy and students to higher levels of academic achievement.

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.



## I. Element 1 -- Educational Program

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

***The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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 TK-12 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest academic 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 TK-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.

The setting for our school is Oregon House, California which, according to the US Census Data-Base, has a school age population (ages 5-19) of approximately 201 students as of 2024. YES CHARTER ACADEMY is particularly interested in attracting students, regardless of their prior success in school, with the following characteristics:



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- The interest and motivation to apply scientific methods to solve authentic environmental issues
- The willingness to work independently and as part of a team to successfully complete project and units of study
- The desire to prepare for college and career through our a-g high school courses and wall to wall Career Technical Education pathways.

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. 2024 Census data show 20,234 students under 19 in Yuba County, and in a ten-mile radius. The County Office of Education District Impact Statement shows a potential K-12 grade population of well over 1000 students. We do serve and anticipate continuing to serve primarily socio-economically disadvantaged students. YES, serves the needs and challenges of these students by offering free Extended Learning Opportunity programs ("ELOP") in before and after school with free tutoring. We also offer a free ELOP enrichment program in the summer that is open for all the community (**See Appendix 13 ELOP Guide**). We partner with First 5 to offer a play group for children ages 0-5 and their parents, and parent education classes.

YES CHARTER ACADEMY will draw from schools in the area, and potentially out of the immediate area. In offering high school grade levels, we are growing our school with existing students and families from our TK-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 (**See Appendix 16 Support Letter**) will be positive: an additional option for YCOE students and parents to have when selecting a quality education for their children, one steeped 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.

YES CHARTER ACADEMY has and will continue to serve a diverse population of students. As the below table shows, we have maintained a diverse population of students but desire to promote deeper partnerships and collaborations among institutes of higher education, and community- based organizations to build institutional pathways for all students, especially those of diverse backgrounds. As the below table shows our Hispanic/Latino population as the largest compared to White students. YES collaborates with Yuba College and the Alliance for Hispanic Advancement to bring high school students to YES during the summer of 2026 for forestry internships in order to gain a more diverse enrollment of students. This collaboration will provide a space for Yuba College instructors to educate our students. As the below table shows our Native American student population continues to be about 8 percent of our student population. Not only do we promote Indigenous land values of environmental stewardship, we continue to collaborate with Indigenous partners to incorporate practices such as at our Land Appreciation Dinner's Native Blessing Ceremony that focused on the sacredness of soil and water, the source of all nourishment and a symbol of our shared humanity. YES CHARTER ACADEMY has adopted into our school calendar African American, Hispanic, Native and Asian American months to acknowledge the historical contributions towards education and advancements of all people. YES has a small Asian population of mostly Filipino students.

Representation counts, so YES CHARTER ACADEMY is committed to hiring, when possible, a diverse



teaching and support staff.

We hope to recruit, with our engaging and rigorous program, 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 TK-12 students by zip code is as shown below.

**YES Enrollment Data by Location and Zip Code**                      **Updated: 9/2025**  
**Arranged by proximity to YES**

Sub Group	August 2022	May 2023	August 2023	May 2024	August 2024	May 2025	August 2025
African American	5	6	7	10	7	7	6
Asian/Pacific Islander	1	1	3	2	2	2	3
Hispanic/Latino	50	48	50	49	43	49	53
White	87	97	93	95	113	114	124
American Indian/Alaskan Native	19	18	19	17	14	15	17
Filipino	2	3	4	4	4	4	4
Two or More Races	13	11	12	10	8	9	12
Unspecified	5	8	3	1	13	16	11
Socio-economically Disadvantaged	73.4%	93.9%	93.9%	64.5%	64.5%	62%	69%
Foster	0	0.6	0.6	0.6	0.6	1	0
English Learner	3	3	3	1.8	1.8	0	0
Students with Disabilities	20	20	15	15	26	42	54
Total TK-12 Enrollment:	164	176	171	168	187	194	212

Location	Zip Code	# of Students
Oregon House	95962	45
Dobbins	95935	33
Brownsville	95919	35



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Challenge	95925	7
Browns Valley	95918	14
Forbestown	95941	15
Marysville/Loma Rica	95901	41
Olivehurst/Plumas Lake	95961	4
Yuba City	95991	2
Bangor	95914	5
Rackerby	95972	6
<b>Total</b>		<b>207</b>

YES attracts local Oregon House and Dobbins students as well as students from across Yuba County. YES CHARTER ACADEMY has increased its ability to transport students this year with the addition of an electric bus provided by grant funding. This gives us three (3) buses. We have a reasonable expectation to continue to attract students from the foothills and from across Yuba County.

YES CHARTER ACADEMY High School serves students in grades 9- 12. We served 9<sup>th</sup> graders starting in the 2024-25 school year, and 9<sup>th</sup> and 10 graders will be served in the 2025-26 school year. Projected estimated enrollment by grade level from this year through the five-year renewal term of the charter is outlined below.

Elementary Grades	2026-27	2027-28	2028-29	2029-30	2030-31	High School	2026-27	2027-28	2028-29	2029-30	2030-31
TK-K	20	20	20	20	20						
1	16	17	18	19	20	9	17	18	20	21	22
2	17	17	18	20	21	10	14	15	17	19	20
3	19	19	19	20	21	11	10	12	13	15	16
4	22	21	21	21	22	12		10	12	13	15
5	22	22	23	23	23	<b>Total</b>	<b>41</b>	<b>55</b>	<b>62</b>	<b>68</b>	<b>73</b>
6	20	23	23	23	24						
7	21	22	23	24	25	TK-8	178	183	187	194	201
8	21	22	23	24	25	High School	41	55	62	68	73
<b>Total</b>	<b>178</b>	<b>183</b>	<b>187</b>	<b>194</b>	<b>201</b>	<b>Totals</b>	<b>219</b>	<b>238</b>	<b>249</b>	<b>262</b>	<b>274</b>

In addition, our mission is for our graduates to find success and be prepared for college or career of their choice post-secondary. Having examined the data from Employment Development Department (“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 17 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.gov](http://www.EDD.ca.gov) , 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 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-12 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



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 2- CTE Pathway Course Outlines).

### C. Model of the Educated Person in the 21<sup>st</sup> Century

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YES CHARTER ACADEMY understands the rapidly changing world since the pandemic and the continued relevance of addressing digital divide. This divide stems from unequal access to internet, devices and digital literacy skills which can lead to lower academic performance and a competitive disadvantage for underserved students. YES CHARTER ACADEMY stands in this gap by providing free one to one Chromebooks to be used at school. YES CHARTER ACADEMY incorporates digital literacy skills starting in first grade via online learning applications and platforms enhance technical and digital proficiencies for modern learning.

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 problems
- Clearly expresses their findings and points of view
- Practices humility; and tolerance
- 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
- 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 of a YES High School student** will be able to be:

1. Utilize the growth mindset and develop deep leadership and communication efficacy.
2. Demonstrate professional and academic utilization of technology.
3. Demonstrate understanding of business and economic systems, financial literacy and sales and marketing in a modern economy.
4. Digitally display and create academic artifacts that showcase personal skills and professional capabilities through all their courses.
5. Create a 10-year plan and post-secondary budget, resume, ePortfolio & personal branding to support career and college success.
6. Demonstrate and engage in active self-advocacy and contribute to a positive professional learning community.
7. 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.
8. 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.
9. 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.
10. 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.
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

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YES CHARTER ACADEMY works 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 TK-12 publicly funded charter school whose curricular focus is environmental science. The vision of the YES CHARTER ACADEMY is to educate TK – 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 Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”). We use state-adopted textbooks as well as State 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 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. PBL is widely considered an evidence-based best practice for instructional design in schools. PBL curriculum is founded on the 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. 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 high school program includes a wall-to-wall integrated Career Technical Education program, University of California (“UC”) a-g requirements. YES is working with Yuba College to offer community college articulated and dual enrolled courses to ensure college and career readiness in students’ post-graduate lives. The high school program 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 individualized learning plans (“ILP”) into the 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



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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 the high school program, 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

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- 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/California State University (“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 Charter 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 at YES CHARTER ACADEMY</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
1 year	f: Visual and Performing Arts - 1 year required
3 years	g: Preparatory Electives- 1 year required

As state funding is made available, the Charter School will require students to complete an ethnic studies course as part of the social studies course sequence; the Charter School therefore will comply with requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.



## 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.

The high school program is built 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 Charter School. 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 physical education ("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 Adulthood 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 Rigor Aimed to Meet the 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 learners and students with special needs. Our unique approach to teaching and learning, described below, and the Charter 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 program, 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. **(See Appendix 2A Yuba Community College Work Plan)** 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. **(See Appendix 2 ePortfolios)**

### 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 their 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 program will continue to offer small class sizes, personal attention, 1:20 ratio of staff: student support and individual learning plans 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 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 the State Standards and CTE standards, as well as the CA Standards for Career Ready Practice as



recommended by the California Department of California.

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 YES Positive Behavior Intervention and Supports framework of



SPARRK is woven throughout our social emotional learning at YES and is at the core of whom we seek to educate both academically and socially. SPARRK, the YES PBIS acronym, stands for:

- Steward of the Environment
- Positive Team Player
- Academic Master
- Responsible Citizen
- Resourceful
- Kind

Students are taught these character traits and then recognized in person with SPARRK certificates and at assemblies for demonstrating these character traits. **(See Appendix 6C for PBIS SPARRK Documents)**

The growth mindset based upon the work of Carol Dwek is also at the core of our student engagement and communication. Each classroom has an age-appropriate Growth Mindset/Power of Yet poster in their classroom and teaches students the process of developing a growth mindset. YES students track their academic growth in relation to their effort by setting and tracking Individualized Learning Plan goals.

## 1. 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.

## 2. 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 electronic surveys 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 in-person meetings. In addition to monthly Council of Directors meetings, we hold Roadmap meetings, and Local Control and Accountability Plan (“LCAP”) meetings to solicit family input.

### 3. 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 three (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 our after-school ELOP 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 Curriculum is woven throughout the program and across subject topics. **(Appendix 1A)**. 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 1D)**. 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.”

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



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civic organizations, provide additional settings for exploration. We have expanded our outdoor learning spaces to include a Monarch Way Station, outdoor bleachers for PE, and Middle and High School Basketball court. We have added a Media Arts classroom with Media Arts technology.

In 9-12<sup>th</sup> grades, the curriculum and instruction 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 are 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 State requirements including 4 years of math, 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. There is also a Leadership class, allowing students to improve the school community and run events for the TK-12 population, create a yearbook, and quarterly newsletters.

The 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 8:35 a.m. start time (Education Code Section 46148) and will be provided with 1:1 technology.

Our school year includes 178 instructional days, **(see Charter Calendar Appendix 3)** meets or exceeds the required annual instructional minutes per grade.

High school students begin class at 8:30 a.m. Our high school will begin at the same time as our TK-8 students, 8:30 a.m., and the 9-12th instructional day will end at 3:30 p.m., with TK -8 ending at 3:00 PM.

As we have an established ELOP after-school program that runs until 5:30, this will align with any future developed high school clubs and activities, sports and extra-curricular activities to include expansion into our current TK- 12 model until 5:30 post- instructional day.

As we continue to evolve the 9-12th grades, we will have a program of clubs that align with our



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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 2 CTE Pathways for descriptions).**

As a CTE wall-to-wall model, we will have leadership curriculum embedded in our core program and YES will 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 Career Technical Student Organizations.

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 2)**, which are directly modeled from courses accepted in the UC Office of the President a-g portal and showcase.

YES has completed WASC accreditation with approved "A-G" courses required for admission to the University of California and California State University systems as of June 24, 2025.

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, Free Application for Federal Student Aid ("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 track 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



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tomorrow's workforce.



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 Entreprenreuship and Technical Business Communication (CTE Capstone) (b)	English 11 Entreprenreuship 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	Mathmatics of Financial Analysis (c)	Mathmatics 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 2 includes Course Outlines for planned courses.)



## 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 1D, "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. Earth Literacy is taught through project-based learning that focuses on environmental subject matter aligned with science and social studies standards.

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 2 for high school course outlines and instructional resources, Appendix 12 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 2**)

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 2**)

## H. Instructional Design

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The continuation and focus of each student as an individual learner, and to combat learning loss during COVID, YES teachers, in collaboration with the Learning Center Director, created an Individual Learning Plan 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. ILPs drive differentiated instruction in the classroom.

All students are administered IXL assessments in reading and math and a reading fluency assessment at the beginning of the school year, and again at the end of the first and second trimesters. This data is



used to create ILPs, to group students for differentiated 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 excited 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.

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 math, and areas of needed growth, such as reading. 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 State requirements for graduation fulfillment, 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 project-based learning through Career Technical Education and State Standards alignment, including a full A-G program of study. To help students achieve the academic standards and a fundamental understanding of the Schoolwide Learning Outcomes ("SLO"), 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 is at the core of the Charter 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.

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.

YES CHARTER ACADEMY also sees the value in exposing students to the online 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 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: Engenuity curriculum will be integrated into the regular school day 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 (**See Appendix 2**).

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 classroom size and adult to pupil ratio mandated by Education Code Section 48000(g) in its TK classrooms.

The high school program is 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 YCOE are strong supporters of our mission and vision statements.

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



students.

YES CHARTER ACADEMY teaching staff and administration utilizes and develops assessments tools to help determine placement into learning groups, depending on age, below are some overarching examples:

- IXL s used to create standards-based assessments that reflect growth of students as cohorts and individuals. Correlated to the State Standards, IXL will be administered at key intervals in the first and second trimesters. Teacher created tests are also available on IXL to allow teachers to create intervention groups, target specific learning goals for students, and monitor mastery and progress.
- Formative classroom tests are used on a regular basis by teachers in all grade levels including exit tickets 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 CAASPP, and California Science Test (“CAST”).
- High school students will continue to take IXL assessments in reading and math as well as PSAT/ SAT testing beginning in their Freshman year.

## I. Instructional Methods

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### 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 Earth Day projects, garden projects, and others.

Cooperative learning will continue in our upper 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. YES follows the RTI model to differentiate instruction. 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. Multi-Tiered System of Supports and Response to Interventions (RTI<sup>2</sup>)

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YES CHARTER ACADEMY understands that responding to the whole child and integrating a Multi-Tiered System of Support as a framework for aligning resources and initiatives at the school to support the overall success of the student is key; MTSS as a method of organization like both RtI<sup>2</sup> and PBIS, and systematically addresses support for all students (**See MTSS Appendix 7**).

MTSS is a framework that brings together both RtI<sup>2</sup> and PBIS and aligns YES CHARTER ACADEMY supports to serve the whole child. YES CHARTER ACADEMY gathers data through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. YES CHARTER ACADEMY MTSS strives to align the entire system of programming, supports, and resources, and implements continuous improvement processes throughout the system.

YES CHARTER ACADEMY utilizes the [RtI<sup>2</sup>](#) approach that focuses on individual students who are struggling academically (**See Appendix 7 for RTI**). YES pulls together resources from the school, and community to promote students' success before they fall behind. As a component of MTSS, RtI<sup>2</sup> levels of intervention benefit every student.

YES CHARTER ACADEMY follows this recommended model for RTI<sup>2</sup>

- o High-quality classroom instruction. Students receive high-quality and culturally relevant, standards-based instruction in their classroom setting by highly qualified teachers.
- o Research-based instruction. The instruction that is provided within the classroom is culturally responsive and has been demonstrated to be effective through scientific research.
- o Universal screening. School staff assesses all students to determine students' needs. On the basis of collected data, school staff members determine which students require close progress monitoring, differentiated instruction, additional targeted assessment, a specific research-based intervention, or acceleration.
- o Continuous classroom progress monitoring. The classroom performance of all students is monitored continually within the classroom. In this way, teachers can identify those learners who need more depth and complexity in daily work and those who are not meeting benchmarks or other expected standards and adjust instruction accordingly.
- o Research-based interventions. When monitoring data indicates a student's lack of progress, an appropriate research-based intervention is implemented. The interventions are designed to increase the intensity of the students' instructional experience.
- o Progress monitoring during instruction and interventions. School staff members use progress monitoring data to determine the effectiveness of the acceleration or intervention and make any modifications, as needed. Carefully defined data are collected on a frequent basis to provide a cumulative record of the students' progress, acceleration, and/or response to instruction and intervention.
- o Fidelity of program implementation. Student success in the RtI<sup>2</sup> model requires fidelity of implementation in the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.
- o Staff development and collaboration. All school staff members are trained in assessments, data analysis, programs, and research-based instructional practices and strategies. Site grade-level or



interdisciplinary teams use a collaborative approach to analyze student data and work together in the development, implementation, and monitoring of the intervention process.

- o Parent involvement. The active participation of parents at all stages of the process is essential to improving the educational outcomes of their students. Parents are kept informed of the progress of their students in their native language or other mode of communication, and their input is valued in making appropriate decisions.
- o **Specific learning disability determination.** The RtI2 approach may be one component of the process for determining a specific learning disability as addressed in the IDEA of 2004 statute and regulations. As part of determining eligibility, the data from the RtI2 process may be used to ensure that a student has received research-based instruction and interventions.

**Prevention:** All students are screened to determine their level of performance in relation to grade-level benchmarks, standards, and potential indicators of academic and behavioral difficulties. Rather than wait for students to fail, YES CHARTER ACADEMY provides research-based instruction within general education.

**Intervention:** Based on frequent progress monitoring, interventions are provided for general education students not progressing at a rate or level of achievement commensurate with their peers. These students are then selected to receive more intense interventions.

**Component of specific learning disability (“SLD”) determination:** The RtI2 approach can be one component of SLD determination as addressed in the IDEA 2004 statute and regulations. The data from the RtI2 process may be used to demonstrate that a student has received research-based instruction and interventions as part of the eligibility determination process.

#### **Tier I. Benchmark: Screening and Targeted Instruction**

In Tier I, the focus is on a core instructional program that uses a scientifically validated curriculum with all students in the general education classroom. During the course of instruction, the school uses universal screening measures to identify each student’s level of proficiency in key academic areas. The screening data are organized to enable the review of both group and individual performance on critical measures. Instruction is differentiated in response to this data for small groups and individual students. Students who continue to lag behind their peers despite the provision of targeted instruction may receive additional Tier I instruction or may be considered for more intensive interventions at Tier II.

#### **Tier II. Strategic: Targeted Short-term Interventions**

**In Tier II:** supplemental instruction is provided to those students who exhibit a poor response to the targeted instruction provided through Tier I. Tier II intervention is provided in addition to, and not in lieu of, core instruction and can be delivered through an individualized problem-solving approach and/or a standard treatment protocol.

#### **Non-responders**

Students who do not respond to those targeted interventions are referred for a comprehensive evaluation to determine eligibility for special education and related services under the category of Specific Learning Disability (“SLD”). The student’s response to interventions, as reflected in the data collected during the RtI<sup>2</sup> process, is reviewed as part of the eligibility determination.



#### 4. Project Based Learning Initiatives

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Yuba Environmental Science Charter Academy, a free public school serving TK-12 students, is a regional leader in environmental science education by developing the Charter School's programs and campus. The Charter 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 application.

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 State Standards defined and supported for the lesson and trip.

Direct instruction – learning center opportunities at grades TK-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.

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Interdisciplinary Design	Single subject focus	Two subjects integrated	Multiple integrated	Advanced



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YUBA ENVIRONMENTAL SCIENCE  
CHARTER ACADEMY

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**YUBA ENVIRONMENTAL SCIENCE  
CHARTER ACADEMY**

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Grade	Driving Question	Community Connection	Activity & Key Learning
TK/K	How can we live in harmony with plants, animals, and insects?	Master Gardeners	Plant and tend a flower garden Plant a vegetable garden Harvest, prepare and eat vegetables
1	How can we help endangered pollinators and their habitats?	Yuba Resource Conservation District, Fire Safe Council, CA Climate Action Corps, Keep CA Beautiful Say Love	Establish and care for a community Monarch Watch Monarch Waystation of 500 Milkweed plants adjacent to our campus. Sixty members of the community participated in the planting day. <a href="#">Sac CBS News article</a>
2	How can a community feed itself sustainably?	Yuba Foothills Agricultural Community Association ("YFACA")	Invite YFACA members to Earth Day celebration to gardening lesson such as seed saving to the community members in attendance. Study seed saving with YFACA members.
3	How did people live sustainably for 10,000 years using the resources in the local area?	Michale Thompson Enterprise Rancheria Director of Tribal Development	Invite a Maidu elder to teach them about respect and reciprocity with the Earth's natural resources Visit a Maidu village in Nevada County
4	What do tiny, often unseen organisms, from microscopic life to macroinvertebrates, reveal about the health of our Yuba River Watershed? How can this knowledge help us protect our watershed and its inhabitants, like the Chinook Salmon?	Yuba Water. South Yuba River Citizen's League ("SYRCL").	Participate in a river rafting trip on the Yuba to study salmon habitat, macroinvertebrates, and water quality.
5	What is the human impact of interactions and interventions with Earth's systems?	Sierra Streams Institute	Measure air quality Learn forestry and land management
6	How can we mitigate food waste?	Hunger Action Heroes Recology	Measuring food waste at cafeteria Rerouting food waste for methane gas reduction



			<a href="#">Hunger Action Heroes</a>
7	How can we divert trash from our school and community from landfills?	Recology	Field trip to land fill Creating pet beds out of trash
8	How can we design and build structures to mitigate the effects of climate change?	Yuba Water	Tour the newly constructed Water office complex See materials and design elements that mitigate the effects of climate change
9	Forestry & Natural	Sierra Streams	Study salmon habitat rehabilitation in the Sperm
10	Resources CTE	Institute	Wildlife Area

### 5. Long Term Independent Study

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 non-classroom-based instruction, and do not come onto campus or interact with other students at the Charter School.)

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

<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.



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.

Since the Charter School's inception, YES CHARTER ACADEMY has offered its full educational program through the use of a non-classroom-based model for no more than 20% of its total average daily attendance. In offering a non-classroom-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 individualized education program ("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 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

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



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 (“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 IS 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.

## 1. Extended Learning Opportunities Program

YES CHARTER ACADEMY implemented its Expanded Learning Opportunities Program (“ELOP”) (See **Appendix 13**) in November of 2024 to offer before and after school, summer and intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [Education Code Section 8482.1(a).]) “Expanded learning



opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [Education Code Section 46120(g)(1)]).

Our ELOP program complements and is an extension of the YES Vision and Mission of scientific method and inquiry with a focus on environmental studies. One of the program’s purposes is to raise the academic achievement of students but also to create safe and supportive program activities that support the whole child and student’s Social Emotional Learning (“SEL”) and development required by Education Code Section 46120(b)(2). YES CHARTER ACADEMY not only offers tutoring for skill building, students are active in scheduled instructional time to be creative with Arts and Crafts and group STEAM projects. During the summer students are encouraged to lead and create their own STEAM projects and activities and are given opportunities to experience environmental related field trips.

As required in the program guide from the California Department of Education the components included are the following: Further descriptions are available in the full program guide (**See Appendix 13**).

- Safe and Supportive Environment (Physical and Emotionally Safe & Supportive)
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Health Choices and Behaviors
- Diverse, Access, and Equity
- Quality Staff (Staff Engagement, Minimum Staff Qualifications, Staff Development)
- Clear Vision, Mission and Purpose
- Collaborative Partnerships (Students and Families, Community Based Organizations and other non-LEA Partners)
- Continuous Quality Improvement
- Program Management (Policies and Procedures, Budget)

## 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
- 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 their 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 making 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 2)**

#### *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 1B)** 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.”*

#### c. Science

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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. In addition to our adopted curriculum of Amplify in K-5, Green Ninja in 6<sup>8th</sup>, and CTE in 9-12<sup>th</sup>, we use utilize the California Education Environmental Initiative (EEI) to support our science programming. **(Appendix 1D & 1G)**

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

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YES CHARTER ACADEMY is invested in not only the health of our students, but he health of the family and our surrounding community. YES is responding to the needs of their students and families in several ways.

- o YES has developed a Code of Conduct policy that sets a clear, comprehensive document that students and families receive, defining behaviors, consequences, and due process rights.
- o YES staff members are trained in the Nurtured Heart Approach at the beginning of each school year, and receive follow up training throughout the school year.



- o YES provides Social Emotional Learning through a Positive Behavior Intervention and supports (“PBIS”) program that is ongoing.
- o YES provides Restorative practices that focus on understanding the cause of a student's behavior and finding solutions that repair harm and build positive relationships, rather than solely focusing on punishment.
- o YES applies school rules and consequences uniformly for similar offenses across the school.
- o YES teachers give clear expectations, positive redirection and utilize non-verbal cues and implement intentional environments to support positive behavior.

YES has developed a Wellness Policy (**See Appendix 12D**) that outline goals for nutrition education, healthy eating promotion, and compliance with federal guidelines for school meal programs that include standards for all foods and beverages available during the school day. YES promotes and serves fresh fruits and vegetables daily and encourages healthy snack choices in and out of school. YES promotes farm to table nutrition through our Farm to School program and available Community Supported Agricultural (CSA) boxes available throughout growing year.

YES promotes physical activity through following the recommended physical education minutes for each grade group. Our Elementary students through 6<sup>th</sup> grade have a combination of indoor and outdoor activities provided by their home room teachers. Our 7<sup>th</sup> and 8<sup>th</sup> grade students have indoor and outdoor activities including organized sport and games. Our high-school students follow our Outdoor Adventure PE program that is a combination of indoor and outdoor activities.

YES was the first school in the Yuba/Sutter area to be designated as a Blue Zones Project Approved school on April 22, 2023. We achieved this by implementing healthy, evidence-based options. According to the Blue Zones recognition, YES “has helped improve its students’ well-being – making healthy choices easier.”

YES desires to create a strong and systematic partnership with families and the broader community through our family engagement strategies. These strategies start with our Farm to Table philosophy of growing your own fruits and vegetables to our Farm to School Program initiatives that teach environmental stewardship and sustainability.

YES communicate through our two-way communication systems to promote healthy living and to invite our community to our Farm to School Initiatives include Parent and student nights and committees. YES has a welcoming school environment for all families through community events that provide for promotion of likeminded environmental tabling and booth opportunities. YES promotes culturally diverse opportunities through activities and events by celebrating diverse holidays. YES is proud of our multicultural curriculum that includes global stories, multi-cultural art and music and diverse library materials in each classroom.

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.

The school Positive Behavior Intervention and Supports (PBIS) acronym is SPARRK:



- Stewards of the environment
- Positive team player
- Academic master
- Responsible citizen
- Resourceful
- Kind

Hallmarks of our PBIS program are SPARRK Matrix 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 the position of Family Liaison to provide a safe and supportive environment that YES has named the “Reset Room.” The YES CHARTER ACADEMY Family Liaison acts as a bridge between families, the Charter School, and the community, facilitating communication, support, and resources for students and families. They work to enhance family involvement in the school, build trust between families and the educational community, and support higher academic achievement through collaboration with school personnel.

## 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 State 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

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*

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*

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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YES CHARTER ACADEMY will measure its success with a variety of reflection and evaluation tools as recommended by the California Department of Education. YES COD, Principal, Administration and educators work together and use these best practices and codified verified data for growth and improvement. YES through this process is held accountable for our mission and vision to create environmental stewards and lifelong learners.

YES through our LCAP, our Dashboard data and a variety of accountability measures will continue to improve by assessing student achievement through mastery of skills as indicated in our verified data.

**Performance metrics:** YES specifies the key performance indicators (KPIs) that will be used to measure the school's progress with our testing results. These include academic results from our verified data through our IXL program, CAASPP test results and the California Dashboard that monitors areas of student attendance, behavior, parent satisfaction, and community engagement.

**Data collection and analysis:** YES will collect and analyze its standardized test scores, internal assessments, surveys, and other data collection tools to evaluate and monitor all student's progress. YES will utilize external evaluations from the Dashboard and the California Charter School Association ("CCSA") yearly. This along with other metrics will create a cycle of accountability and continuous areas of improvement.

**Reporting and transparency:** YES will report its progress and evaluation results to stakeholders, to our authorizer, parents, and the public, ensuring transparency and demonstrating accountability. YES reports monthly at our standing COD meetings an Academic Dashboard that gives updates on internal academic data that is prepared by an external data analyst to evaluate monthly academic progress towards CAASPP goals. This Academic Dashboard reports out four quadrants:

- Current Status – CAASPP scores compared historically vs. 2026 goals at or above standard and distance from standard (DFS).
- Goals – IXL diagnostic through the year
- Progress on IXL- Internal results by grade level
- Initiatives at school to support academic achievement in Math and Reading

YES middle school and high school utilizes Universal Design for Learning framework developed by CAST that aims to make education more inclusive by proactively designing learning environments that accommodate the full range of learner variability. The three core principals are the following:

- Multiple Means of Engagement: Stimulate interest and motivation for learning by offering choices, relevance, and emotional safety.
- Multiple Means of Representation: Present information in different ways to support diverse learning styles and sensory needs.
- Multiple Means of Action and Expression: Allow learners to demonstrate what they know in varied formats, honoring different strengths and preferences.



- UDL shifts the question from “How can we accommodate students with disabilities?” to “How can we design learning environments that work for everyone from the start?”
- Assessment Formats in UDL

UDL encourages “assessment by design”, meaning assessments are crafted to reflect learner diversity and align with clear learning goals. Here are some formats that support this:

- Performance-Based Assessments: Students create projects, presentations, or portfolios that demonstrate understanding in authentic contexts.
- Choice-Based Assessments: Learners select from multiple formats—e.g., video, essay, infographic, podcast—to express their knowledge.
- Formative Assessments: Frequent, low-stakes check-ins like exit tickets, journals, or peer feedback help guide instruction and support growth.
- Self-Assessment and Reflection: Students evaluate their own progress and set goals, fostering metacognition and ownership.
- Collaborative Assessments: Group tasks or peer reviews that emphasize communication, teamwork, and shared problem-solving.
- Technology-Enhanced Assessments: Use of digital tools (e.g., interactive quizzes, simulations) that offer accessibility features and real-time feedback.
- These formats are designed to be engaging, authentic, and meaningful, helping students show what they know in ways that reflect their strengths and lived experiences.

### *e. Citizenship*

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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.



## f. Collaboration

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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. Serving Special Student Populations

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

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YES teachers, create an Individual Learning Plan for each student. Each ILP has one reading and one math goal that is based upon IXL assessments and teacher observation and student input. 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 the first and second trimesters or first semester. ILPs drive differentiated instruction in the classroom including use of the RTI model.

Additionally, teachers observe and annotate any behavioral concerns and document interventions attempted through the use of the YES CHARTER ACADEMY Positive Intervention Behavior and Supports Plan. 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

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All students are assessed in reading and math using IXL. 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 Positive Behavior Intervention and Supports Plan.

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 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.

The high school program currently includes differentiated learning, opportunities for college credits and honors courses, 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, including long-term English Learners or English Learners at risk of becoming long-term English Learners, 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 ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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

The Charter School administers the home language survey upon a student's initial enrollment in a California public 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 Student 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 Learner Instruction and Intervention**

The YES CHARTER ACADEMY curriculum offers multiple supports for English Learner students. English 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 Learners up to the level necessary for their sustained achievement. Cross-cultural, Language and Academic Development ("CLAD") certified teachers support our EL 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 EL students.

YES CHARTER ACADEMY administers the ELPAC and offers services and reclassification based upon California Department of Education guidance.

### **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 CDE to support implementation of ELD, including for professional development (“PD”) 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 [ELA/ELD Adoption](#)

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

The evaluation for the program effectiveness for ELs 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](#)

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### *a) Overview*

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The Charter School complies with all applicable state and federal laws in serving Students with Disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

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 IDEA*

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

#### *i. Special Education*

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##### Overview

The Charter School shall comply with all applicable state and federal laws in serving Students with Disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School shall be its own local educational agency (“LEA”) for purposes of special education and is a member of the Yuba County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to YCOE, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

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

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private



agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all Students with Disabilities.

#### *Services for Students under the "IDEA"*

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

#### Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

#### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely



identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Superintendent/Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom



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materials, classroom modifications, and assistive technology.



### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.



### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

### Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

## 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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*. 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.

## Q. Education of Homeless Children and Youth

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The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence.

**School Liaison:** The Principal or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Dawn Kaundart  
Family Liaison/ Homeless Liaison

The YES CHARTER ACADEMY Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by YES Charter Academy personnel through the annual housing questionnaire administered through enrollment.



2. Homeless students and families receive educational services for which they are eligible for and any other programs administered by YES CHARTER ACADEMY, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
3. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
4. YES provides public notice of the educational rights of homeless children on their website that includes locations of shelters, food pantries and other services in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. YES enrollment/admissions disputes are mediated in accordance of law; YES CHARTER ACADEMY does not deny enrollment and/or admission of homeless youth and unaccompanied youth based on their housing status.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services. YES will provide transportation and/or supportive services to bus route pick up and drop off sites for homeless youth and unaccompanied youth.
7. YES CHARTER ACADEMY personnel providing services receive professional development and other support.
8. The YES CHARTER ACADEMY Liaison collaborates with community and school personnel responsible for the provision of education and related services to homeless children and youths such as clothing closet, hygiene provisions, and laundry services.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the YES Family Liaison and/or our High School Advisor/ Counselor to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

**Housing Questionnaire:** YES CHARTER ACADEMY annually administers a housing questionnaire for purposes of identifying homeless children and youth that is based on the best practices developed by the CDE. The housing questionnaire includes an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire is available in paper form. The housing questionnaire is available in English, and if fifteen (15) percent or more of the students enrolled at YES CHARTER ACADEMY speak a primary language other than English, it will be written in the primary language. The questionnaire will be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. YES CHARTER ACADEMY collects the completed housing questionnaires and annually reports to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)



*R. 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 -data, the YES CHARTER ACADEMY team will develop a plan for addressing the ~~greatest~~ identified needs. This will be an ongoing continuous improvement process.

YES CHARTER ACADEMY will adopt a reflective model of Professional Learning Communities (PLCs). The PLC model 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 Learning Communities are a part of the Quality Schooling Framework that allows educators to explore how their teaching and management strategies help students learn and thrive. Professional Learning (“PL”) engages educators in ongoing self-reflection, peer support, experimentation and modification of instruction and management practices based on student performance data, student work and both learning and social behaviors. As the characteristics and needs of students change, understanding the unique cultural and linguistic learning needs of each student is important for success. YES CHARTER ACADEMY has embedded PLCs in its Professional Development Plan so there is peer lead learning and reflection on a weekly basis. This continuous improvement learning cycle is a goal and action-oriented team effort that has been proven to provide positive outcomes for both students and teachers.

Professional development opportunities will include:

Year	Provider	Projected Area of Educational Focus	
2025-26	YES Admin/Principal	TK-2 Reading foundational skills 3-6 <sup>th</sup> Math Lesson Internalization	1 i n



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Year	Provider	Projected Area of Educational Focus	
			i t t a l o v e r v i e w 2 F r i d a y P L C , s - m o n t h 2



Year	Provider	Projected Area of Educational Focus	
			A d m i n i s t r a t i v e O b s e r v a t i o n s / f e e d b



Year	Provider	Projected Area of Educational Focus	
			a c k p e r m o n t h
2025-26	PPS Credentialed High School counselor	<b>High School Specific Procedures &amp; Record Keeping</b> Train YES staff dealing with high school records and SIS/CALPADS staff High school graduation requirements High school transcripts High school units Transferability of high school classes/units Other high school topics as needed	F u l l t i m e p o s i t i o n
Yearly	SCOE	Ethnic Studies Curriculum for grades 9-10 Earn certification in curriculum	4 d a y



Year	Provider	Projected Area of Educational Focus	
			s x 6 h o u r s  2 4 h o u r s
Yearly	Instruction Partners	<p><b>Illustrative Math Implementation Support</b></p> <p>SAVVAS ELA Implementation Support            Context and relationship-building meetings to build a shared understanding of our work together            Instructional walkthroughs            Teacher focus groups            Professional learning system diagnostic            Debrief report            Action planning based upon identified needs</p>	3 o n - s i t e d a y s  2 v



Year	Provider	Projected Area of Educational Focus	
			i r t u a l p l a n n i n g s e s s i o n s 2 0 v i r t u a l



Year	Provider	Projected Area of Educational Focus	
			s u p p o r t h o u r s  T o t a l  3 d a y s + 2 2 h o u r s



Year	Provider	Projected Area of Educational Focus	
Yearly	Collaborative Ed Advisors	<p><b>Step Up To Writing</b>            Foundational Writing Skills, Prewriting            SU2W Frameworks and Colors &amp; Rubrics            Expository/Research and reports            Speaking &amp; Listening            Vocabulary Acquisition and use            Narrative            Best Practices            Calibration of work samples site wide /Grade Level Band            Writing for assessments            Writing to improve reading comprehension            Informative/ explanatory writing            Opinion /argument writing            Integration as a school-wide norm across content areas</p>	6 h o u r s T e a c h e r S y n c h r o n o u s / A s y n c h r



Year	Provider	Projected Area of Educational Focus	
			O n o u s p D · A s N e e d e d E m a i l s u p p o r t A s n e



Year	Provider	Projected Area of Educational Focus	
			e d e d : 1 s u p p o r t
2025-26	Collaborative Ed Advisors	<p><b>6-12 Career Technical Support</b>            High Quality CTE Pathway Requirements &amp; Standards            Annual self-evaluation            CA CTEIG, K12SWP, Perkins fidelity and funding applications            CTE Advisory            Articulation and Dual enrollment support &amp; training            A-G UC Portal Course Management support &amp; training            WBL/ PBL and industry certification support            CTE Course pacing, instruction, Work Based Learning and ePortfolio Artifacts</p> <ul style="list-style-type: none"> <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> </ul>	6 h o u r s T e a c h e r S y n



Year	Provider	Projected Area of Educational Focus	
		<ul style="list-style-type: none"> <li>○ (MKT) Entrepreneurship &amp; Small Business Ownership               <ul style="list-style-type: none"> <li>■ Y1 Intro 9th: Reading, Writing &amp; Research in Social Entrepreneurship 'b'</li> <li>■ Y1 Concentrator 10th: Commerce, Entrepreneurship &amp; English 'b'</li> </ul> </li> <li>○ (AME) Design, Visual and Media Arts               <ul style="list-style-type: none"> <li>■ Y1 Concentrator 10th: Design Visual and Media Arts 1 'f'</li> </ul> </li> </ul>	c h r o n o u s / A s y n c h r o n o u s P D . A S N e e d e



Year	Provider	Projected Area of Educational Focus	
			d E m a i l s u p p o r t A s n e e d e d 1 : 1 s u p p o r t



Year	Provider	Projected Area of Educational Focus	
2026-27	Collaborative Ed Advisors	6-12 Career Technical Support High Quality CTE Pathway Requirements & Standards annual self-evaluation <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(AGR) Forestry &amp; Natural Resources               <ul style="list-style-type: none"> <li>○ Y2 Intro 9th: Biology &amp; California Natural Resources ‘d’</li> <li>○ Y2 Concentrator 10th: Forestry &amp; Natural Resources ‘d’</li> </ul> </li> <li>● (MKT) Entrepreneurship &amp; Small Business Ownership               <ul style="list-style-type: none"> <li>○ Y2Intro 9th: Reading, Writing &amp; Research in Social Entrepreneurship ‘b’</li> <li>○ Y2 Concentrator 10th: Commerce, Entrepreneurship &amp; English ‘b’</li> <li>○ Y1 Capstone 11th: Entrepreneurship &amp; Professional Literacy ‘b’</li> </ul> </li> <li>● (AME) Design, Visual and Media Arts               <ul style="list-style-type: none"> <li>○ Y2 Concentrator 10th: Design Visual and Media Arts 1 ‘f’</li> <li>○ Y1 Capstone 11th: Design Visual and Media Arts 2 ‘f’</li> </ul> </li> <li>● (Health Medical Occupations)               <ul style="list-style-type: none"> <li>○ Y1 Concentrator: 11th Sports, Exercise, Physiology &amp; Health Science ‘d’</li> <li>○ Y2 Concentrator 10th: Design Visual and</li> </ul> </li> </ul>	6 h o u r s T e a c h e r s y n c h r o n o u s / A s y n c h r



Year	Provider	Projected Area of Educational Focus	
		<p>Media Arts 1 'f'</p> <ul style="list-style-type: none"> <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>	<p>o n o u s p D . A s N e e d e d E m a i l s u p p o r t A s n</p>



Year	Provider	Projected Area of Educational Focus	
			e e d e d 1 : 1 s u p p o r t
2027-28	Collaborative Ed Advisors	<p><b>Career Technical Support</b>            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(AGR) Forestry &amp; Natural Resources               <ul style="list-style-type: none"> <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;</li> </ul> </li> </ul>	6 h o u r s T e a c h e r S y n c



Year	Provider	Projected Area of Educational Focus	
		Environmental Engineering 'd' ● (MKT) Entrepreneurship & Small Business Ownership ○ Y3 Intro 9th: Reading, Writing & Research in Social Entrepreneurship 'b' ○ Y3 Concentrator 10th: Commerce, Entrepreneurship & English 'b' ○ Y2 Capstone 11th: Entrepreneurship & Professional Literacy 'b' ● (AME) Design, Visual and Media Arts ○ Y3 Concentrator	h r o n o u s / A s y n c h r o n o u s P D . A s N e e d e d



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Year	Provider	Projected Area of Educational Focus	
			E m a i l s u p p o r t A s n e e d e d : 1 s u p p o r t
2025-26	Collaborative Ed Advisors	<b>6-12 Leadership Internships and ePortfolio Implementation</b>	6 h



Year	Provider	Projected Area of Educational Focus	
		<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>	O u r s T e a c h e r S y n c h r o n o u s / A s y n c h r o n



Year	Provider	Projected Area of Educational Focus	
			O u s p D . A s N e e d e d E m a i l s u p p o r t A s n e e



Year	Provider	Projected Area of Educational Focus	
			d e d : 1 : s u p p o r t
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>● 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: Adulging 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>	6 h o u r s T e a c h e r S y n c h r



Year	Provider	Projected Area of Educational Focus	
			O n o u s / A s y n c h r o n o u s P D . A s N e e d e d E m



Year	Provider	Projected Area of Educational Focus	
			a i l s u p p o r t A s n e e d e d : 1 s u p p o r t
2027-28	Collaborative Ed Advisors	6-12 Leadership Internships and ePortfolio Implementation * Alt Forms of Leadership ● High Quality CTE Pathway Requirements & Standards	6 h o u



Year	Provider	Projected Area of Educational Focus	
		<ul style="list-style-type: none"> <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> <li>Y3 As Needed:               <ul style="list-style-type: none"> <li>-Middle School CTE</li> <li>-9th grade, Advisory Focus on College and Career</li> <li>-10th grade, Advisory/ Life Skills Class: Adulting 101(Inc-GFSF Module 1)</li> <li>-PE Adventure Outdoor Y1</li> <li>-PE Outdoor Recreation and Conservation Y2</li> </ul> </li> </ul>	r s T e a c h e r S y n c h r o n o u s / A s y n c h r o n o u



Year	Provider	Projected Area of Educational Focus	
			SPD · As N e e d e d E m a i l s u p p o r t A s n e e d e d



Year	Provider	Projected Area of Educational Focus	
			d 1 : 1 s u p p o r t
Year	Provider	Projected Areas of Social Emotional Focus	Estimated Hours
Yearly	YES Trained Administration	Nurtured Heart (NHA Core Methodology & Implementation) “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. Use of online resources and materials:	3 Initial Instruction 3 Follow Up Review <hr/> 6 total
Yearly	YES Trained Administration	Positive Behavior Intervention & Supports Initial Instruction Identification of students Tiered Intervention Use of online resources and materials: <a href="#">CDE MTSS Training</a> <a href="#">MTSS Student Support Team Quick Reference Guide.pdf</a>	1 Initial Instruction 1 Review 2 Support <hr/> 4 Total



Year	Provider	Projected Area of Educational Focus	
Yearly	YES Trained Administration	Principles of Growth Mindset Use the word "yet" Effort is the path to master Failure is a learning tool Your abilities are not fixed Challenges are opportunities Use of online materials and resources: <a href="#">CDE Recommendations</a> <a href="#">Growth Mindset for Educators</a> <a href="#">Khan Academy Growth Mindset Training for Teachers</a>	1 Initial Instruction 1 Review 2 Support <hr/> 4 Total
Yearly	YES Trained Administration  Community Partners	Principles of Trauma Informed Approach Create Safe Spaces Build Relationships Be Predictable and Consistent Teach Emotional Regulation Adapt to Individual Needs Model Self-Care Use Restorative Practices Use of online materials and resources: <a href="#">Supporting Resilience in Schools</a> <a href="#">Understanding Traumatic Stress in Children</a> <a href="#">Creating Trauma-Informed Learning Environments</a> <a href="#">Suggestions for Educators</a> <a href="#">National Education Association: Trauma-Informed Practices</a>	1 Initial 1 Review 2 Support <hr/> 4 Total



Year	Provider	Projected Area of Educational Focus	
Yearly	YES Trained Administration  Community Partners	Restorative Justice Practice Core Principles & Key Practices Build Culture of Relationship & Mutual Respect Focus on Harm Caused & Needs of Student Harmed and Student who Caused Harm Emphasize Responsibility & Repair Promote Reintegration to Foster Growth & Positive Change Restorative Circles & Conversation Teach "I" Statements Support not punitive (punishment) approaches Use of online resources and materials: <a href="#">Best Practices for Restorative Practices Implementation</a> <a href="#">Fix School Discipline</a> <a href="#">Fix School Discipline Educator Toolkit</a>	



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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and at the end of the Charter Renewal (**See Appendix 9**). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. 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.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.



## (2) Element 2 -- Measurable Pupil Outcomes

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***Governing law: "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 education and non-EL students, mastery is defined as a score of standards 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 education and EL students are defined appropriately according to their Individualized Education Programs and English proficiency levels.

YES's student outcomes include:

- The number of YES students scoring standard not met and standard met on the CAASPP decrease by 10% each year.
- The number of YES students scoring standard met or standard exceeded on the CAASPP increase by 10% 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 10% each year.
- YES CHARTER ACADEMY Students achieve at least 96% student attendance each year. (Academic Calendar & LCAP Goals and Action Steps **(See Appendix 9)**)
- YES CHARTER ACADEMY achieves 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 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:

In addition to the above-mentioned content-specific outcomes for students the following are schoolwide YES CHARTER ACADEMY outcomes for our TK-12 students:

- Students achieve at least 96% 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 Charter School for 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 YES.
- 95% of high school graduates will have achieved at least 1 or more industry certification embedded in their coursework, prior to graduation.

The Charter School administers the mandated state assessments and also meets any required state or federal performance standards developed.

## A. Proficiency in English and Language Arts

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 graduated 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 2**).

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

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Student sufficiently understands and functions in the world around them and realizes their 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 their 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

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

Student shows their 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 their 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 2 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 has adopted CCCS math curriculum and math intervention programs. We support student achievement in math through the adopted curriculum, scheduled training for teachers, assessment of students, creation of ILPs, implementation of differentiated instruction including the use of RTI, and tracking 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 2 for Content and course outlines)**



## E. Proficiency in Science

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Student applies NGSS scientific concepts and skills to explain the world and find solutions to its problems.

**(Appendix 1D, IE 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. Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

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Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of students in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan.

The current LCAP is on file with the County and included in this Charter Renewal (**See Appendix 9**). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. 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



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a nonconsent item at a regularly scheduled Council of Directors meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

In developing the 2025-26 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.

The 2025-26 LCAP reflects a focus on student achievement, in the content areas, in a targeted manner. The LCAP will be updated as needed and in accordance with applicable law.



### (3) Element 3 - Methods to Assess Pupil Progress Towards Meeting Outcomes

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

#### 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 CAASPP as well as the Eight 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). 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 CAASPP
- CAST is administered to all 5<sup>th</sup> and 8<sup>th</sup> grade students
- ELPAC is administered to English 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.
- Student growth on local i-Ready math assessments.



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- Suspension Rate and Chronic Absenteeism as reported on the 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?

The Charter School administers the mandated state assessments and also meets any required state or federal performance standards developed. Our annual review and collaboration echo the State Priorities.

- 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 implements 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 IEP to support higher education access and employment opportunities.
- YES CHARTER ACADEMY develops and implements 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 utilizes a process for identifying English learners for special education that includes assessing students in their primary language. Per Title III of the 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. 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 the Statewide Student Identifier numbers in order to account for real student growth and learning over the course of time at YES CHARTER ACADEMY.

## B. Use and Reporting of Data

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The ongoing refinement of our curricula, which is based upon the State 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.



## (4) Element 4 -- Governance Structure

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***Governing law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."***

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

#### **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 County Office of Education, governance by an elected Council of Directors, and participation by corresponding standing and special committees.

YES CHARTER ACADEMY is nonsectarian 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 as 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, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to 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 is not 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 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 Council of Directors 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”)**

We have now received the ACS K-12 WASC approval for our school beginning June 2025. Within this process we have received feedback to continue to grow and build our Charter (**Appendix 2B**)

## B. County Office of Education Relationship

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The County 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 County Board with copies of all policies and procedures developed with regard to any operational or educational program, upon adoption by the Council of Directors, at the County’s request.

YES CHARTER ACADEMY complies with a Memorandum of Understanding (“MOU”) with YCOE (see **Appendix 14 to review MOU**).

## C. Bylaws

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YES CHARTER ACADEMY is governed by adherence to its **bylaws (See Appendix 8, “Charter School Articles of Incorporation and Bylaws”)**. At a minimum, these bylaws contain 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 the County. In accordance with Education Code Section 47604(c), the County may appoint a representative to the Council of Directors. If the County chooses to do so, the Charter School may appoint an additional member to ensure the Council is maintained with an odd number of directors. Vacancies on the Council are appointed by the remaining



council members by majority vote.

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/guardians of children enrolled in YES CHARTER ACADEMY
- Three directors may be parents and/or community members
- At the discretion of the County, one representative may be appointed.
- The Charter School Leadership Staff:
- One director is 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 representative 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.

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 Brown Act 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. A quorum by the Council is a majority of members.

The Council of Directors participates regularly in training regarding board governance, Brown Act, ethics (AB 2158), and conflict of interest rules.

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, and the Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted, the Conflict-of-Interest Code is attached (**See Appendix 8**). 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
- Hire, supervise, evaluate, and terminate YES CHARTER ACADEMY's Superintendent/Principal
- Ensure effective organizational planning
- Determine how the budget is spent
- Contract for goods and services, including insurance
- Develop school policies and procedures
- Enhance the organization's goodwill and public image
- Monitor the Charter 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/Superintendent /staff's roles
- Review any outside service contracts

The Council may execute any powers delegated by law to it and discharge 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 Council members.

## E. Role of the Superintendent/Principal

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The role of the Superintendent/Principal is to act as the liaison between the Council of Directors and the daily operations of the Charter School. The Superintendent /Principal communicates for the Council in community relations and is an advisor to the Council. Duties include:

- Provide instructional leadership to the Charter School
- Attend County Office of Education Administrative meetings as requested by the County Office of Education and stay in direct contact with the County to assist the County in its oversight duties
- Develop Council of Directors' meeting agenda in compliance with the Brown Act; bring matters forward to the Council 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 requisition, 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

## F. Parental Involvement

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Parents of YES CHARTER ACADEMY students are encouraged to be involved with YES 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.

Parents have multiple ways of being involved in decision making at YES CHARTER ACADEMY. Our Family Liaison encourages parents to attend meetings of the SSC. Parents are also invited to attend our Council of Directors, Committee, ELAC and Parent Club meetings.



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YES CHARTER ACADEMY communicates with parents through Parent Square, a two-way communication system developed specifically for schools. Parents are able to choose how they prefer to receive messages. Choices include text message, email to communicate with teachers, office staff, and the principal.



## (5) Element 5 -- Employee Qualifications

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

### A. Human Resources/Organization Structure

YES CHARTER ACADEMY retains or employs faculty who hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. (See Appendix 4, "YES Organization Chart")

Qualifications for any full time, part time, or temporary employee are determined and approved by YES CHARTER ACADEMY Principal/Superintendent.

### B. Charter School Employee Positions & Qualifications

YES CHARTER ACADEMY will select professionals who share the educational philosophy of the Charter School and who are willing to collaborate and work hard to improve the educational outcomes of every student enrolled. All leaders, teachers and staff are committed to providing academic and hands-on real-life opportunities for the students and families of the school.

The following positions are intended to ensure that YES CHARTER ACADEMY is able to fulfill its mission, vision, and charter. Exact positions and job titles are subject to change in accordance with evolving student needs.

Site Specific Employees of YES CHARTER ACADEMY	
<u>Position</u>	<u>Type</u>
Principal/Superintendent	School Site Administrator
Business Administrator	School Site Administrator
Human Resource Director	School Site Administrator
Programs Manager	School Site Administrator
TK- 12 Teacher	Teacher/Credentialed
Home School Instructor	Teacher/Credentialed



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Special Education Director	Teacher/ Credentialed
CTE Teacher	Teacher/Credentialed
Instructional Aide	Classified Instructional
Instructional 1:1 Aide	Classified Instructional
Office Manager	Classified Operations
Office Assistance	Classified Operations
Family Liaison	Classified Operations

*^Denotes roles that are subject to budgetary considerations. Should they be eliminated, key responsibilities will be allocated to other roles or external service providers .#Denotes roles that may be reassigned to be site-based.*

**Administrators**

The Administrators of YES CHARTER ACADEMY possess a collective vision of shared, cohesive goals that encompass a commitment to focus on the whole student, co-creation with stakeholders, a commitment to equity and a growth mindset. YES CHARTER ACADEMY Administrators are passionate school leaders who nurture and empower students to meet their full potential. YES CHARTER ACADEMY’s Administrators share an environmental 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 on-site administrators.

**Principal/Superintendent**

**Reports to:** YES Council of Directors

**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



**Qualifications Superintendent/Principal**

The ideal candidate will embrace the Charter School’s 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 Charter 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 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.

**Business Administrator**

**Reports to:** Principal

**Purpose:** The Business Administrator ensures the financial and operational well-being of YES so that it can focus on education. This role involves managing budgets, overseeing facilities, handling vendor contracts, oversees Human Resources operation and grants, and handling non-instructional staff and operations. This position is a key part of the leadership team, providing financial and operational efficiency to support the primary goal of student learning.

**Supervises:** Office Staff/ non credential programs

**Credentials Required:** none

**Qualifications for Business Administrator**

- Ability to make sound decisions and resolve problems
- 5+ years successful work experience supporting managers in a fast-paced administrative assistance 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



- Grant writing and reporting
- Strong Leadership, Communication and Supervisory experience

### **Human Resource Director**

**Reports to:** Principal

**Purpose:** The Human Resource Director’s responsibility is to onboard new employees, manage payroll, conduct employee investigations and implement discipline paperwork under the supervision of the Principal/Superintendent. The Human Resource Director is responsible for staying informed on new employment laws and regulations and to assist employees.

**Supervises:** non-credentialed staff

**Credentials Required:** none

#### **Qualifications for Human Resource Director**

- Strong Knowledge of Employment Laws
- 5-10 years of Human Resource Experience
- Excellent Communication and Leadership Skills
- Skilled in Recruitment, Compensation and Employee Relations
- Performance Management
- Supervision
- Strong Analytical Skills and problem solving
- Proficiency with HR Information Systems and relevant software

### **Programs Manager**

**Reports to:** Business Administrator

**Purpose:** The Programs Manager’s responsibility is to research, develop, and implement programs to improve student outcomes while ensuring their effective and efficient functioning and compliance with laws. These responsibilities include coordinating resources and materials, providing staff training and support, and communicating with various stakeholders to meet the Charter School’s goals and foster student success.

**Supervises:** Non -credentialed staff

**Credentials:** none

#### **Qualifications for Programs Manager**

- Program Management experience
- Social Work and Case Management experience
- Organizational Leadership Skills
- Policy Development Experience
- Grant writing Experience
- Strong Leadership and Communication Skills

### **Teachers**

Classroom teachers report to the lead administrator. They are responsible for delivering a 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.



### **Qualifications/ Requirements for teachers:**

- The Commission on Teacher Credentialing certificate, permit, or another 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

### **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 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.

### **Qualifications/ Requirements for CTE credentialed teachers**

- The Commission on Teacher Credentialing certificate, permit, or another 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

### **Home School Teacher**

**Reports to:** Lead Administrator

**Purpose:** The Home School Teacher's responsibility is to act as a guide and partner for parents/guardians by helping parents/guardians develop a personalized education plan for their student by setting goals, choosing curriculum, and providing academic support. The teacher's role is to collaborate with the parent to create an individualized learning experience that fosters academic achievement, critical thinking, and social-emotional growth, while adhering to the specific mission and vision of the charter school.

**Credential Required:** Teacher Credential

### **Qualifications/ Requirements for home school teachers**

- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Previous teaching experience and commitment to high quality



### **Special Education Director**

**Purpose:** The Special Education Director reports to the Principal/Superintendent. They are responsible for overseeing the special education program and legal compliance of the students in special education. The Special Education Director performs IEP meetings and coordinates outside services for students in special education.

**Supervises:** Special Education Aides

### **Qualifications/ Requirements for Special Education Director**

- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- Possession of appropriate special education credential(s)
- Previous experience in the field showing a demonstrated understanding of special education law

### **Instructional Aide**

**Reports to:** Principal/Superintendent

**Purpose:** The Instructional Aide reports to the Principal/Superintendent and works with the teacher in the classroom to implement and assist students in small groups in math and reading.

**Supervises:** None

**Credential Required:** High School diploma

**Qualifications:** Previous experience working with children preferably in a classroom setting.

### **Office Manager**

**Reports to:** Business Administrator

**Purpose:** The Office Manager reports to the Business Administrator to keep the office running smoothly and complete all tasks assigned.

**Supervises:** Recess Duty Employees, Office Specialist

**Credential Required:** None

**Qualifications:** Previous experience

### **Office Assistant**

**Reports to:** Office Manager

**Purpose:** The Office Specialist reports to the Office Manager and answers the phone, takes messages and assists the Office Manager.

**Supervises:** None

**Credential Required:** None

**Qualifications:** Previous experience

### **Family Liaison**

**Reports to:** Principal/Superintendent

**Purpose:** The Family Liaison reports to the Principal/Superintendent and works with students using restorative practices and is a connection to parents to discuss student issues and assist families in need.

**Supervises:** None

**Credential Required:** None

**Qualifications:** Previous experience working in a school environment.



## (6) Element 6 -- Health and Safety Procedures

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.**
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.**

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

#### A. Health and Safety Procedures

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YES CHARTER ACADEMY has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies 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 and contractor of YES CHARTER ACADEMY submits to a criminal background check and furnishes 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 Council 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 assessments and examination (if necessary) of all employees and volunteers who have frequent or prolonged contact with students, and for employees at least once each four years thereafter.
- 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 which adhere to Education Code Section 49423 regarding administration of medication in school.
- 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. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the CDE’s model policy, as revised.
- 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 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 school-sites that has more than one female restroom and more than one male restroom designated exclusively for student 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



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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 school-site 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 school-site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school-site. 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 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



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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 smoke- 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)-(O):**

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable



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- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures for active shooter drills if included in the School Safety Plan
- l. 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 school bus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, and administrators, and school personnel when the school confirms the presence of immigration enforcement on the school-site
- o. 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 develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

- 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.

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 school-site and in public areas at the school-site 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 school-site employees and all other school-site employees who have regular interaction with children.
- Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one 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 and



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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.

- 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.



## (7) Element 7 -- Means to Achieve Student Population Balance

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***Governing law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."***

### **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.
- Language translation is available through or Parent Square and required enrollment forms can be available in a variety of languages to meet the diverse need if necessary.
- YES will train staff to support students and families on the benefits of explaining the purpose and benefits of EL instruction through designated parent committees and

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 the District, a committee of YES CHARTER ACADEMY's parents, teachers, and a County Office of Education representative (at YCOE's election) meets to discuss the imbalance and explore available legal options to remedy the situation.



## (8) Element 8 – Admission Policies and Procedures

***Governing law: “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. Admission, 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, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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



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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 students admitted to or attending the Charter School
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

**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).**

The Council of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent/Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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



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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.



## (9) Element 9 -- Annual Financial Audit

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***Governing law: "The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."***

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

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)(l) 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.



## (10) Element 10 – Pupil Suspension and Expulsion Procedures

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

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YES CHARTER ACADEMY believes in supports instead of suspension. 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 to 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.

MTSS includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. YES CHARTER ACADEMY will continue to build capacity to implement these best practices through program development and are by securing grant money and utilizing earmarked state funding for professional development for staff in all these areas.

YES CHARTER ACADEMY multi-tiered supports include the following:

**Tier 1: Prevention-** YES CHARTER ACADEMY has a PBIS model SPARRK that provides a clear ladder of expectations and direction to promote a positive school climate, a path of youth development and to create a culture of care. YES has a Code of Conduct policy that states clear expectations in our Parent Student Handbook and is located on our website. Our weekly in class SPARRK awards assemblies award students for the following: Environmental Stewards, Positive Team Members, Academic Masters, Responsible Citizens, Resourcefulness and Kindness.

Restorative Practices involves universal community building activities for the entire school community to promote a culture of care and common ground. The YES Family Liaison and YES staff are invested in community building through our environmental initiatives and community partners, to hosting events for families and students and inviting parents and community member to serve on in our Parent -Teacher Club and to serve on any one of our school committees including our COD meetings.

YES has started an antibullying committee that is spearheaded by our Parent Representative on our Council of Directors. This committee has partnered with classroom teachers to recognize, utilize, and



enhances young people’s strengths; and to reward students during in class circles for demonstrating they are “kindness and inclusivity champions.” Art projects to demonstrate and show our SPARRK model, anti-bullying campaign and a culture of care are assigned for further positive outcomes.

YES CHARTER ACADEMY has invested in updating policies and procedures in the areas of Suicide Prevention, Mental Health, Anti-Bullying, Cyberbullying, Suspension and Discipline. YES has followed the California Department of Education’s recommendations to implement Suicide Prevention Month, Bullying Prevention Month and Mental Health Awareness Month. YES has partnered with Pathways and Sutter Yuba Behavioral Health to implement students circles throughout the year and programming such as SOS: Signs of Suicide, Anti-Bullying and Cyberbullying training for staff and students. YES provide a collection of resources for staff development and read-alouds for anti-bullying for teacher classroom usage.

YES promotes Mental Health awareness by sharing resources via Parent Square and our website including anonymous reporting of bullying and links for mental health resources including mandated phone numbers and texting alternatives to reach out for help. The following information is included on yearly ID cards for students in 5<sup>th</sup> grade through 12<sup>th</sup> grade.

National Suicide Prevention Lifeline/Suicide Crisis Lifeline:

- Call or Text “988”
- Call 1-800-273-8255

National Domestic Violence Hotline: Call 1-800-799-7233

Crisis Text Line: Text “HOME” to 741741

Teen Line: Text “TEEN” to 839863

Trevor Project: Text “START” to 678678

Trans Lifeline: 1-877-565-8860

**Tier 2: Early Interventions-** YES CHARTER ACADEMY’S teachers are trained in Social Emotional Learning and take time weekly to integrate and PBIS model SPARRK framework into the classroom. YES believes in allowing natural consequences to occur to behavior when safe to do so. The direct and logical outcomes of a student’s actions rather than punishment can help the student understand the link between their choices and the results by allowing the consequences to happen organically. Natural consequences provide powerful, real-world experiences that demonstrate the connection between a student’s behavior and its impact.

YES utilizes Restorative Practices components of intervention and Repair to address specific conflicts and harms through targeted, non-punitive responses, how to use affective statements and non-violent communication in daily interactions. Our Family Liaison assists in restorative conversations, mediation, and harm circles that focus on understanding the root causes of the harm and giving victims, offenders and the community a chance to repair the harm done. YES teachers are skilled in classroom behavior management to provide non-verbal cues and other non-evasive techniques such as teacher mobility to intervene when needed. The 3 Stands of the Nurtured Heart Approach are used

- o Stand 1 Absolutely No! I refuse to energize negativity.
- o Stand 2 Absolutely Yes! I will super-energize experiences of success.
- o Stand 3 Absolutely Clear! I will set clear limits and provide clear, un- energized



consequences

### Tier 3: Intensive supports and strategies that provide specific support based on student and family need

YES CHARTER ACADEMY's Student Success Team is available for Student Success planning to identify student strengths through assessment from all invested parties. Student Success meetings aim to increase communication with families to address underlying causes of negative behavior and prevent the need for more intensive interventions and to avoid missed academic opportunities and suspension. Student Success planning provides opportunities to find alternative forms of support and not punishment such as fostering positive relationships, and promoting the students' strengths. Student Success meetings provide opportunities to inquire more about family needs and where YES can provide resources and referral outside school for the entire family. Understanding the family dynamic and the challenges they may be facing models our culture of care to restore and repair problematic behaviors that may be influencing a student's challenging behaviors.

YES CHARTER ACADEMY employs a Family Liaison that is educated in Restorative Practices to provide individualized support. The Family Liaison provides students in need of conflict resolution skills to restore and repair in school relationships. Our Family Liaison's Reset room provides a welcoming, safe and supportive place for in-school suspension and with an environment to "reset" to keep students in school to complete their schoolwork as an alternative to prevent missed instructional time and promote academic achievement. Supporting re-entry to the school or the classroom as necessary part of the process to hold the student accountable for their past, present and future actions, while providing a clear path of support.

## B. Expulsion Decision

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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 notifies the County Office of Education of any expulsions and includes suspension and expulsion data in its annual performance report.

## C. District of Residence Notification

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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 student's last known address within thirty (30) days, upon request, provides the school district with a copy of the cumulative record of the student, 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

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### 1. Definitions (as used in this policy)

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- Council of Directors means governing body of YES CHARTER ACADEMY.
- Expulsion means disenrollment from YES CHARTER ACADEMY.



- School day means a day upon which YES CHARTER ACADEMY is in session or weekdays during the summer recess.
- Suspension means removal of a student 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 student 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 students.
  - Removal from the class but without reassignment to another class for the remainder of the class period without sending the student to the Principal/Superintendent or designee.
- Student also includes a student's parent or guardian or legal counsel or other representative.
- School means the Yuba Environmental Science Charter Academy.

## 2. Policy

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The Suspension and Expulsion Policy and Procedures have 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 describe 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 serve 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 this 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 its 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 IDEA, or who is qualified for services under 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 requires additional or different procedures. YES CHARTER ACADEMY will follow all applicable 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 described below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

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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.



## Procedures

### 3. Grounds for Suspension and Expulsion of Students

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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 or
- 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 student:
  - 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
  - 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 the student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, hazing means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, hazing does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which 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 their own



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safety or for their 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 their 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 students 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 students 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - 3. Causing a reasonable student to experience substantial interference with their academic performance.
  - 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



“Electronic Act” means the creation or transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 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 student 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 student:
- 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 student:
- 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
  - 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 their own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 student 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 immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their 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 their 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 students 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 students 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 students 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 their 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 their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
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 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 clause, “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 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.

- (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 student 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).

- (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.

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 will be 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) 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 designee with the student and the student's 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 student is informed of the reason for the disciplinary action and the evidence against the student and is given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference is held within two (2) school days, unless the student 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 student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student is not contingent upon attendance by the student's parent/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, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following 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. 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 designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student 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 student's presence is disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student'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 student nor a member of the Charter School's Council. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Council shall make the final determination. 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 student 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 confidential session (complying with all student confidentiality rules under FERPA) unless the student 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 student. 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. An explanation of the opportunity for the student and/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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the



- hearing;
8. An explanation of 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 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 student.

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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe 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 hearing room 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 student being expelled, the complaining witness has the right to have their 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 to be heard absent a determination by the entity 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 student, 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 has the right to have their testimony heard in a session closed to the public.

## 7. Written Notice to Expel

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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 Council make the final determination regarding the expulsion 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 student is immediately be returned to their educational program.

## 8. 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 and student's parent/guardian. This notice also includes 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 chartering authority. This notice includes the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## 9. 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 chartering authority upon request.

## 10. No Right to Appeal

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The student have no right of appeal from expulsion from the Charter School as the Charter School Council's decision to expel are final.

## 11. Expelled Students/Alternative Education

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Parents and/or guardians of students 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.

## 12. 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

## 13. Readmission or Admission of Previously Expelled Student

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The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student 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 student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

## 14. 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.

## 15. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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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/guardian, 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 parent/guardian 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/guardian, 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/guardian, 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/guardian 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/guardian, 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/guardian 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 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, unless the parent/guardian 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) school 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 U.S.C. Section 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 U.S.C. Section 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/guardian 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 deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



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## (11) Element 11 – Employee Retirement Systems

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***Governing law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."***

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

Non-certificated employees at YES CHARTER ACADEMY participate in the federal social security system. Certificated employees who are eligible 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.



## (12) Element 12 -- Public School Attendance Alternatives

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***Governing law: "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."***

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

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend YES CHARTER ACADEMY may attend school within their school of residence according to that district's policy or at another school district or school within the County through the district's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School are informed on admission 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.



## (13) Element 13 – Employee Return Rights

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***Governing law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."***

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

No individual is required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at YES CHARTER ACADEMY have no automatic rights of return to the County after employment at YES CHARTER ACADEMY unless specifically granted by the County through a leave of absence or other agreement or policy of the County as aligned with the collective bargaining agreements of the County. The County does not have the right to place teachers at the Charter School.

YES CHARTER ACADEMY employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in a school County after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any 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.



## Element 14 -- Dispute Resolution Procedures

***Governing law: "The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."***

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

#### A. Intent

The intent of this dispute resolution process is to 1) resolve disputes within the Charter School pursuant to the Charter School's policies, 2) minimize the oversight burden on the County, and 3) ensure a fair and timely resolution to disputes.

#### B. Internal Disputes

The Council of Directors adopts an internal dispute resolution procedure that is applicable to students, parents/guardians, 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 (general complaints) related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. 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 agrees to promptly refer all complaints regarding YES CHARTER ACADEMY's operations, policies and procedures to YES CHARTER ACADEMY's Superintendent/Principal for resolution in accordance with YES CHARTER ACADEMY's adopted policies. In the event that YES CHARTER ACADEMY's Superintendent/Principal fails to resolve the dispute, it may be referred to YES CHARTER ACADEMY's Council of Directors. The County 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

The staff and Council of Directors of YES CHARTER ACADEMY and YCOE agree to attempt to resolve all



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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.

YES CHARTER ACADEMY works with the County 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.

According to the MOU between YES CHARTER ACADEMY AND YCOE: **(See Appendix 14)**. The Parties acknowledge and agree that in addition to the provisions of the charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g). The staff and governing board members of the Charter School agree to resolve any claim, controversy, or dispute arising out of or relating to the Charter agreement between the Yuba COE and the Charter School, except any controversy or claim that is in any way related to revocation of this Charter School, pursuant to the terms of the dispute resolution procedures in the charter. The Superintendent/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 Superintendent/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 Superintendent/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 Superintendent/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 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 and the Charter School.



## Element 15 -- Closure Procedures

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***Governing law: “The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”***

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

#### **A. Closure Protocol**

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The following procedures apply in the event YES CHARTER ACADEMY closes, 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 the County 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 Charter School:

- The Charter School Superintendent/Principal and Council President are designated as the responsible parties to conduct closure-related activities
- The Charter School Superintendent/Principal and Council President ensures that the parents/guardians of pupils, the County, 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 Charter School 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.



The Charter School 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 it provide to the entity responsible for closure-related activities.

As applicable, the Charter School provides parents, students and the County 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 FERPA. The Charter School asks the County to store original records of Charter School students. All records of the Charter School are transferred to the County upon Charter School closure. If the County does not or cannot store the records, the Charter School works with the County 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 Charter School shall 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 Charter School shall ensure that its has 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 Charter School shall 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 Charter School shall ensure that an independent final audit is completed within six months after the closure of the Charter 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 Charter School shall 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 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



## YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY

established when the donation of such materials or property was accepted.

- The Charter School shall ensure that the annual reports required pursuant to Education Code Section 47604.33 are completed and filed.
- The Charter 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 Charter School and the County.



MISCELLANEOUS CHARTER PROVISIONS

**A. Budgets and Financial Reporting**

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

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

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

The Charter School shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by YCOE:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.



**B. Insurance**

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

**C. Administrative Services**

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

**D. Facilities**

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

YES CHARTER ACADEMY is located at 9841 Texas Hill Road, Oregon House, CA 95962. Mailing address PO BOX 430 Oregon House, CA 95962.

The facilities map referenced in the executive summary is of the current property. Based on enrollment projections we will be building a new facility, the addition of which has already been approved by the County Board, to house 7 -12<sup>th</sup> grade with modular buildings at 9256 Marysville Road, Oregon House, CA 95962.

**E. Potential Civil Liability Effects**

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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



## YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY

Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

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, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

4930-2035-9782, v. 11

**TITLE: Remuneration, Reimbursement, and Other Benefits**

<p>Approved by: _____  <i>Rob Gregor, Superintendent of Schools</i></p>	<p>Series: <b>County Bylaws</b>  Version: <b>17</b>  Effective Date: <b>1/14/2026</b>  Previous Policy Date: <b>5/10/2017</b>  Revised By: <b>Board of Education</b>  Policy Number: <b>BB 9250</b></p>
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**Compensation**

Each member of the County Board of Education who attends all regular board meetings each month may receive a monthly compensation of \$200.00. (Education Code 1090)

On an annual basis, the County Board will receive a five percent increase in compensation annually each January starting in January 2027 based on the present monthly rate of compensation of \$200, not to exceed the maximum allowed by education code 1090. (Education Code 1090)

County Board members are not required to accept payment for meetings attended.

Any County Board member who does not attend all County Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the County Board in accordance with law. (Education Code 1090)

A County Board member may be compensated for meetings he/she missed when the County Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty, or a hardship deemed acceptable by the County Board. (Education Code 1090)

Whenever a quorum of the County Board serves as another legislative body which will meet simultaneously or in serial order to a County Board meeting, the County Board clerk or a member of the County Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

**Reimbursement of Expenses**

Each regular member who uses a privately owned automobile in the discharge of necessary official duties as a member of the county board of education, the same amount as allowed by any county official in the performance of the county official’s duties. The mileage rate allowed in

this section shall be based on the total mileage claimed in a calendar month.

County Board members shall be reimbursed for actual and necessary expenses for travel, printing, or membership in any state or local organization of governing boards of school districts or county boards of education. County Board members shall also be reimbursed for the actual expenses of attending, with prior approval, meetings or conferences of any society, association, or organization to which the County Board subscribes for membership. (Education Code 1091, 1094-1096)

Personal expenses shall be the responsibility of individual County Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the County Board member on official business, personal use of an automobile, and personal losses and traffic violation fees incurred while on official business.

### **Health and Welfare Benefits for Current Board Members**

County Board members may participate in the health and welfare benefits program provided for county office of education (COE) employees.

Health and welfare benefits for County Board members shall be no greater than that received by nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

County Board members electing to participate in the County Board's health and welfare benefits program shall have the premiums required for the benefit selected paid to the same extent as COE employees.

Health and welfare benefits provided to County Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as extended to nonsafety employees and as specified in law and the health plan.

### **Health and Welfare Benefits for Former Board Members**

Former County Board members may participate in the health and welfare benefits program provided for COE employees under the conditions specified below.

Health and welfare benefits for former County Board members shall be no greater than those received by the COE's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Any former County Board member who began his/her term before January 1, 1995 and served for 12 or more years shall be entitled to County Board paid health and welfare benefits. (Government Code 53201)

Any former County Board member leaving the County Board after at least one term of office

may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

If health and welfare benefits are provided to a former County Board member, it shall be extended, at his/her expense and at the same level, to his/her spouse/registered domestic partner and eligible dependent children as authorized by law and the health plan.

**Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State**

Ed. Code 1090-1096

Fam. Code 297-297.5

Fam. Code 300

Gov. Code 20322

Gov. Code 20420-20445

Gov. Code 53200-53209

Gov. Code 54952.3

Gov. Code 8314

H&S Code 1373

Ins. Code 10277-10278

**Federal**

26 CFR 1.403(b)-2

26 USC 403

42 USC 18011

**Management Resources**

Attorney General Opinion

Attorney General Opinion

Court Decision

Court Decision

Institute for Local Government

Publication

Internal Revenue Service Publication

Website

Website

**Description**

Stipends and expenses

Rights, protections, benefits under the law; registered domestic partners

Definition of marriage

Elective officers; election to become member

Membership in Public Employees' Retirement System; definition of safety employees

Group insurance

Simultaneous or serial meetings; announcement of compensation

Use of public resources

Health services plan, coverage for dependent children

Group and individual health insurance, coverage for dependent children

**Description**

Tax-sheltered annuities, definition of employee

Tax-sheltered annuities

Right to maintain existing health coverage

**Description**

91 Ops.Cal.Atty.Gen. 37 (2008)

83 Ops.Cal.Atty.Gen. 124 (2000)

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County, (1979) 93

Cal.App.3d 578

Sample Expense and Use of Public Resources Policy Statement, January 2006

Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain Tax-Exempt Organizations, Publication 571, rev. January 2015

[Public Employees' Retirement System](#)

[Internal Revenue Service](#)

Website  
Website

[Institute for Local Government](#)  
[CSBA](#)

**JOINT PROCLAMATION BY  
YUBA COUNTY SUPERINTENDENT OF SCHOOLS  
AND  
YUBA COUNTY BOARD OF EDUCATION  
  
SCHOOL BOARD RECOGNITION MONTH**

**WHEREAS**, an excellent public education system is vital to the quality of life for all California citizens and communities; and

**WHEREAS**, board of education members are committed to children, believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

**WHEREAS**, board of education members continue to advocate to best serve the children in our community each and every day; and

**WHEREAS**, our public education system has faced unprecedented circumstances these past five years as a result of the COVID-19 pandemic and resulting learning loss; and

**WHEREAS**, our local board of education continues to act to ensure children's academic, social-emotional, physical and mental health needs are met so they can become their best selves; and

**WHEREAS**, board of education members work closely with parents, school staff, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

**WHEREAS**, board of education members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

**WHEREAS**, board of education members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district; and

**WHEREAS**, the mission of public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

**NOW, THEREFORE**, I, Rob Gregor, do hereby declare my appreciation to the members of the board of education and proclaim the month of January 2026 as School Board Recognition Month in Yuba County. I urge all community members to join me in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.



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Rob Gregor, Superintendent  
Yuba County Office of Education

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Tracy Bishop, President  
Yuba County Board of Education



## Yuba County Office of Education 2nd 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: **Executive Director of Educational Services**

Quarterly Report Submission Date: **January 5, 2026**

- October 2025 (for July-September 2025) 1st Quarter
- January 2026 (for October-December 2025) 2nd Quarter**
- April 2026 (for January-March 2026) 3rd Quarter
- July 2026 (for April-June 2026) 4th Quarter

Date for information to be reported publicly at YCOE's governing board meeting: **10/8/2025**

- 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	—	—	—
TOTALS	0	0	0

**Jessica Geierman**

Printed Name

Signature

# Thomas E. Mathews Community School/Harry P.B. Carden

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Thomas E. Mathews Community School/Harry P.B. Carden
<b>Street</b>	1127 E St.
<b>City, State, Zip</b>	Marysville, Ca, 95901
<b>Phone Number</b>	530-749-4025
<b>Principal</b>	Sherry Fortner
<b>Email Address</b>	sherry.fortner@yubacoe.k12.ca.us
<b>School Website</b>	
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	58105870113274/58105876070940

## 2025-26 District Contact Information

<b>District Name</b>	Yuba County Office of Education
<b>Phone Number</b>	(530) 749-4900
<b>Superintendent</b>	Rob Gregor
<b>Email Address</b>	rob.gregor@yubacoe.k12.ca.us
<b>District Website</b>	<a href="https://www.yubacoe.org/">https://www.yubacoe.org/</a>

## 2025-26 School Description and Mission Statement

The Yuba County Office of Education provides a full range of educational supports and services to meet the needs of students in our Community School. Thomas E. Mathews Community School serves students in grade 7-12 and is located in Marysville. TEM provides an alternative learning community for students that are court ordered to the program, Probation referred through our RESTORE Program, expelled from local school districts, or on SARB contracts.

Thomas E. Mathews' primary goal is to support all our students to achieve in their academics, behaviors, social and emotional learning, college and career readiness, and ultimately, successfully transition as TEM graduates or back to their school of residency. We focus on creating an engaging learning atmosphere, while remedying credit deficiencies and mitigating existing barriers to learning. Through our collaborative efforts focused on student Individual Learning Plans (ILP), school staff work with County support staff, parents, and students to provide interventions and supports to our students to reach their goals. The ILP is monitored by the Intervention teacher, classroom teachers, and administration and is reviewed with the student, to monitor progress towards meeting goals. Special Education services are provided by classroom teachers under the guidance of a special education teacher who collaborates with teaching staff and the student, in accordance with their Individual Education Plan.

TEM provides a tiered system of supports and interventions, utilizing the Multi-tiered system of Supports (MTSS) model to meet individual student goals. TEM uses Positive Behavior Intervention and Supports (PBIS) to share our core values with our students and support every student to succeed. Parents are encouraged to use PBIS at home to help motivate students. PBIS

## 2025-26 School Description and Mission Statement

posters demonstrate our core values and expectations are posted throughout the school to remind, support, and encourage our students to achieve. We have our Wellness Center, aka Zen Den where we offer mindfulness, anger management and tobacco and marijuana intervention as well as our PANTHER Den where students receive Tier 3 County and outside agency support and services such as counseling, restorative practices, college and career readiness support, mentoring, homeless support, foster youth support, and probation follow-ups. The school's culture is dedicated to student achievement.

### VISION

At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.

### MISSION

Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	2
Grade 10	6
Grade 11	7
Grade 12	2
<b>Total Enrollment</b>	<b>24</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.7
Male	58.3
American Indian or Alaska Native	12.5
Black or African American	8.3
Hispanic or Latino	41.7
White	37.5
English Learners	8.3
Homeless	8.3
Socioeconomically Disadvantaged	95.8
Students with Disabilities	16.7

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.5	19.06	16.3	36.5	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	21.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.3	77.26	8.6	19.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	3.68	10.3	23	15831.9	5.67
<b>Total Teaching Positions</b>	2.9	100	44.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.1	5.1	16.4	34.13	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.9	48.98	16.5	34.38	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	45.41	7.3	15.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	7.8	16.31	14303.8	5.15
<b>Total Teaching Positions</b>	1.9	100	48.2	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.6	22.74	16.6	35.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	6.4	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.2	19.73	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.3	77.26	8.9	19.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	9	19.19	13705.8	4.91
<b>Total Teaching Positions</b>	2.9	100	46.8	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0.9	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.9	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	2.30	0.8	2.3
<b>Total Out-of-Field Teachers</b>	2.30	0.8	2.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	33.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Thomas E. Mathews adopted Edgenuity online curriculum as its instructional material in our core subjects starting at the beginning of the school year in 2020.

**Year and month in which the data were collected** August 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	0.0
Mathematics	Edgenuity	0.0
Science	Edgenuity	0.0
History-Social Science	Edgenuity	0.0
Foreign Language	N/A	0.0
Health	Edgenuity	0.0
Visual and Performing Arts	Edgenuity	0.0
Science Laboratory Equipment (grades 9-12)	Students are able to access equipment if needed. Edgenuity	0.0

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

## School Facility Conditions and Planned Improvements

Thomas E. Mathews FIT report found the school site to be in good repair. No maintenance issues need to be resolved.

**Year and month of the most recent FIT report** 9/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	0	22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	0	12	13	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	33	22	66.67	33.33	0.00
<b>Female</b>	11	8	72.73	27.27	--
<b>Male</b>	22	14	63.64	36.36	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	18	11	61.11	38.89	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0

<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	11	9	81.82	18.18	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	20	66.67	33.33	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	33	20	60.61	39.39	0.00
<b>Female</b>	11	7	63.64	36.36	--
<b>Male</b>	22	13	59.09	40.91	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	18	10	55.56	44.44	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	11	8	72.73	27.27	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0

<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	18	60.00	40.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	10	58.82	41.18	--
Female	--	--	--	--	--
Male	14	9	64.29	35.71	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	8	57.14	42.86	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

YCOE offers CTE through collaboration with the Yuba County Career Preparatory Charter School (YCCPCS). This collaboration will open opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	all
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Opportunities for Parental Involvement:

Parents are an integral part of the school community at Thomas E. Mathews and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our Community School Advisory Committee. This committee participates in the Community School Implementation Plan development process to identify equity gaps in our systems and make positive change for our students. We encourage active participation by reaching out to parents with phone calls, texts, and during student drop off and pick up. During the advisory meetings, we collaborate with our parents to review student and school data to identify equity gaps. Parents play an active role in providing input and, as members on the advisory, are part of the decision making process.

One of the most important roles parents are involved in at Thomas E. Mathews is our student supports and interventions systems. Thomas E. Mathews Community School is committed to our students' academic, behavioral, social/emotional

## 2025-26 Opportunities for Parental Involvement

learning, and career/college readiness growth. To that end, we have instituted our Individual Learning Plans (ILP). Our ILP process is a joint effort with TEM and YCOE staff, parents, students and community service providers. The ILP provides a pathway to graduation for all students by counseling students and parents on our graduation requirements, credit review, and appropriate enrollment in classes leading to timely graduation. The ILP supports students throughout the process by providing academic support and interventions in accordance with our students' IEPs, as applicable. Using baseline-testing scores in reading and math, staff set up and record student progress towards mastery of state standards. Staff also review class and credit progress with students to encourage engagement and identify barriers to learning and engagement. Staff work with parents by providing updates on student progress and encouraging parents to use positive behavior interventions and supports at home with students to encourage them to engage in their educational programs. Students and parents are invited to ILP meetings throughout the school year to participate in their students' success. In summary, TEM provides multiple opportunities to our parents to get involved in the success of our school and our students by actively participating in decision making processes through our Community School Advisory Committee and supporting students through our ILP system.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	32.6	62.9	64.6	8.2	8.9	8
Graduation Rate	--	--	--	36	37.1	35.4	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	63	60	52	86.7
Female	18	17	15	88.2
Male	45	43	37	86.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	30	28	93.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	19	15	78.9
English Learners	12	11	10	90.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	61	58	51	87.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	17	13	76.5

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
48.72	30.51	42.86	5.55	3.79	5.76	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	42.86	0.00
Female	33.33	0.00
Male	46.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	51.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	33.33	0.00
English Learners	41.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	44.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	50.00	0.00

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

## 2025-26 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2024. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after Board approval, and on an ongoing basis at site staff meetings. Our next School Safety Plan will be adopted prior to March 1, 2026.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	10	0	0
Mathematics	7	7	0	0
Science	5	9	0	0
Social Science	5	10	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	7		
Mathematics	8	5		
Science	7	6		
Social Science	5	6		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	8		
Mathematics	6	6		
Science	6	7		
Social Science	4	11		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$59,805.03	\$22,709.84	\$37,095.19	\$82,894.46
<b>District</b>	N/A	N/A	\$34,398.03	\$75,582
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.5	9.23%
<b>State</b>	N/A	N/A	\$20,281.45	\$101,084
<b>Percent Difference - School Site and State</b>	N/A	N/A	110.0	-19.77%

## Fiscal Year 2024-25 Types of Services Funded

School staff salaries, curriculum and instructional materials, supplies, and equipment. Additional funds were spent on computers and software, office equipment, utilities, facility maintenance and other overhead costs. Special Education services, tutoring, English language development support, and intervention classes were also provided.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	54577	46017
<b>Mid-Range Teacher Salary</b>	81146	103719
<b>Highest Teacher Salary</b>	107714	161420
<b>Average Principal Salary (Elementary)</b>	N/A	N/A
<b>Average Principal Salary (Middle)</b>	N/A	N/A
<b>Average Principal Salary (High)</b>	N/A	N/A
<b>Superintendent Salary</b>	N/A	N/A
<b>Percent of Budget for Teacher Salaries</b>	N/A	N/A
<b>Percent of Budget for Administrative Salaries</b>	N/A	N/A

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Thomas E. Mathews dedicates a large portion of our professional development to responses to interventions and support. The areas of focus are on our Multi-tiered System of Support (MTSS) for behaviors and social emotional learning. Our trainings focus on Positive Behavior Intervention and Supports (PBIS), Crisis Prevention, Restorative Practices, Restorative Justice, Trauma Informed Practices, and social emotional learning. Weekly a minimum days are dedicated towards staff professional development at least monthly. We also meet monthly for PBIS meetings to review data, goals, and outcomes. Full and half day professional development is offered throughout the school year by providing substitutes for teachers. These trainings cover course scope and sequence development, content area essential standard development, lesson plan development, and other course specific content as identified by staff and administration.

Additionally, staff and administration meet every day after school where we collaborate and provide support to teachers and staff during implementation of our systems. Through our meetings, we share data, best practices, provide peer-to-peer mentoring, administration to staff mentoring, and share our experiences. The collaboration allows us to learn from each other and become more proficient at supporting our students.

Staff development offered at both Thomas E Mathews and Harry P B Carden are open to certificated and classified staff from both sites. Therefore, the number of staff development days may be in excess of the number of weeks school is in session.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	49	49	49

# Harry P B Carden School/Thomas E. Mathews Schools

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Harry P B Carden School/Thomas E. Mathews Schools
<b>Street</b>	1023 14th St
<b>City, State, Zip</b>	Marysville, CA 95901-4149
<b>Phone Number</b>	(530) 741-6409 ext 4
<b>Principal</b>	Sherry Fortner
<b>Email Address</b>	sherry.fortner@yubacoe.k12.ca.us
<b>School Website</b>	
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	58 10587 5830047/58 10587 0113274

## 2025-26 District Contact Information

<b>District Name</b>	Yuba County Office of Education
<b>Phone Number</b>	(530) 749-4900
<b>Superintendent</b>	Rob Gregor
<b>Email Address</b>	rob.gregor@yubacoe.k12.ca.us
<b>District Website</b>	www.yubacoe.org

## 2025-26 School Description and Mission Statement

The Yuba County Office of Education provides a full range of educational services to meet the needs of students in the Tri-County Youth Development Center (YDC) and Maxine Singer Youth Camp (Camp Singer). H.P.B. Carden School provides an alternative learning program for incarcerated students. The primary goal of the school is to help students succeed academically, socially, and emotionally in order to successfully transition back to their school of residency and community upon their release.

We focus on creating an engaging learning atmosphere, while remedying credit deficiencies and mitigating existing barriers to learning. Through our collaborative efforts regarding student Individual Learning Plans (ILP), school staff work with County support staff, parents, and students to provide interventions and supports to students to reach their goals. The ILP development process is facilitated by the school staff and is reviewed with the student to monitor progress towards meeting goals. Special Education services are provided by classroom teachers and para-educators under the guidance of a special education teacher who collaborates with educational staff and the student in accordance with their Individual Education Plan (IEP).

In collaboration with Yuba County Probation and the Tri-County Juvenile Rehabilitation Center, the Multi-tiered System of Supports (MTSS) model is utilized to provide academic, behavior, and social and emotional interventions and supports to meet individual student ILP goals. Positive Behavior Intervention and Supports (PBIS) has been implemented both in the educational school program and institution wide. Supports and services such as counseling, restorative practices, college and career readiness support, mentoring, homeless support, and foster youth support are made available as determined by the student's ILP.

### VISION

At TEM and Carden Schools we are committed to demonstrating the value of a quality education for our students, parents, and community. TEM creates a safe, nurturing, and restorative educational experience by providing a classroom culture that values education.

### MISSION

Our mission is to provide students with individualized learning plans to enhance their academic, behavioral, and social emotional needs. Students discover multiple pathways for college and career readiness as they meet their personal goals.

## 2025-26 School Description and Mission Statement

### About this School

#### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	3
Grade 11	6
Grade 12	11
Total Enrollment	22

#### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100
Asian	4.5
Hispanic or Latino	50
White	45.5
English Learners	22.7
Foster Youth	4.5
Socioeconomically Disadvantaged	100
Students with Disabilities	22.7

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.3	30.3	16.3	36.5	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	21.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	63.64	8.6	19.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	6.06	10.3	23	15831.9	5.67
<b>Total Teaching Positions</b>	0.9	100	44.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.2	29	16.4	34.13	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	16.5	34.38	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	69	7.3	15.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	7.8	16.31	14303.8	5.15
<b>Total Teaching Positions</b>	1	100	48.2	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.3	44.33	16.6	35.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	6.4	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.2	19.73	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	55.33	8.9	19.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	9	19.19	13705.8	4.91
<b>Total Teaching Positions</b>	3	100	46.8	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.60	0.6	1.6
<b>Total Out-of-Field Teachers</b>	0.60	0.6	1.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Harry P.B. Carden adopted Edgenuity online curriculum as its instructional material in our core subjects starting at the beginning of the school year in 2020.

**Year and month in which the data were collected** August 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	0.0
Mathematics	Edgenuity	0.0
Science	Edgenuity	0.0
History-Social Science	Edgenuity	0.0
Foreign Language	N/A	0.0
Health	Edgenuity	0.0
Visual and Performing Arts	Edgenuity	0.0
Science Laboratory Equipment (grades 9-12)	Students are able to access equipment if needed. Edgenuity	0.0

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

## School Facility Conditions and Planned Improvements

Harry P B Carden has two programs. The juvenile hall program is located in a new facility and is in excellent repair. The Maxine Singer Camp program is located in the pre-existing building on the Tri-County Juvenile Rehabilitation Center. This building is currently in the process of being evaluated by Yuba County Probation for possible updating as needed. Both facilities are maintained by Probation.

**Year and month of the most recent FIT report** July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)			22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)			12	13	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

CTE offerings include on site CTE in construction and Digital Media Arts. Also, offerings are provided through collaboration with the Yuba County Career Preparatory Charter School (YCCPCS). This collaboration has opened opportunities for students in industry sectors including, transportation, manufacturing, plant and soil science and animal science. Currently, Carden students incarcerated at the Camp Singer facility are attending welding class at YCCPCS. Students in the YDC receive in class CTE instruction in the Construction and Digital Media Arts industry sectors.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100%
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Students incarcerated at the YDC and Camp Singer are placed under the jurisdiction of the courts.

### Opportunities for Parental Involvement:

Parents are an integral part of the school community at Harry P. B. Carden and are actively involved in school decisions, student intervention and supports, and our students' and school's overall success. Parents are invited and encouraged to participate in our Community School Advisory Committee. This committee participates in the Community School Implementation Plan development process to identify equity gaps in our systems and make positive change for our students. We encourage active participation by reaching out to parents throughout the school year with phone calls, texts, and during student drop off and pick up. During the advisory meetings, we collaborate with our parents to review student and school data to identify equity gaps. Parents play an active role in providing input and, as members on the advisory, are part of the decision making process. All of these processes are done in collaboration with the Yuba County Probation Intervention Team to insure that school based supports align with the youth's program goals.

One of the most important roles parents have at Harry P. B. Carden is participating in our student supports and interventions systems. Carden is committed to our students' academic, behavioral, social/emotional learning, and career/college readiness growth. To that end, we have instituted Individual Learning Plans (ILP) for every student. Our ILP process is a joint effort with Yuba County Probation, Carden and YCOE staff, parents, students and community service providers. The ILP provides a pathway to graduation for all students by counseling students and parents on our graduation requirements, credit review, and appropriate enrollment in classes leading to timely graduation. The ILP supports students throughout the process by providing academic support and interventions in accordance with our students' IEPs, as applicable. Using baseline-testing scores in reading and math, staff set up and record student progress towards mastery of state standards. Staff also review class and credit progress with students to encourage engagement and identify barriers to learning and engagement. In addition, the ILP identifies student needs in social emotional, and overall student wellness. Staff work with parents by providing updates on student progress and encouraging parents to use positive behavior interventions and supports at home with students to encourage them to engage in their school services and programs. In summary, Carden provides multiple opportunities to our parents to get involved in the success of our school and our students by actively participating in decision making processes through our Community School Advisory Committee and supporting students through our ILP system.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	25	--	--	32.6	62.9	64.6	8.2	8.9	8
Graduation Rate	66.7	--	--	36	37.1	35.4	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	80	43	0	0.0
Female	--	--	--	--
Male	73	39	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	22	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	18	0	0.0
English Learners	12	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	80	43	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	15	0	0.0

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.14	8.49	8.75	5.55	3.79	5.76	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.75	0.00
Female	0.00	0.00
Male	9.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	19.23	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.23	0.00

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

## 2025-26 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees in February, 2025. The plan meets the required legal components per California Ed Code. The upcoming plan will be adopted at a board meeting before March 1, 2026. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	4	0	0
Mathematics	7	2	0	0
Science	9	2	0	0
Social Science	5	4	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	5		
Mathematics	21	2		1
Science	19	2	1	
Social Science	12	5		1

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	4		
Mathematics	12	2		
Science	7	3		
Social Science	6	5		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$27,210.07	\$9,265.17	\$17,944.90	\$91,668.67
<b>District</b>	N/A	N/A	\$34,398.03	\$75,562
<b>Percent Difference - School Site and District</b>	N/A	N/A	-62.9	19.26%
<b>State</b>	N/A	N/A	\$20,281.45	\$101,084
<b>Percent Difference - School Site and State</b>	N/A	N/A	50.0	-9.77%

## Fiscal Year 2024-25 Types of Services Funded

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks, instructional materials, supplies and equipment. Additional monies were spent on computers and software, office equipment, and other overhead costs. Special Education services, tutoring, one-on-one Intervention and ELD support were also provided.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	54577	46017
<b>Mid-Range Teacher Salary</b>	81146	103719
<b>Highest Teacher Salary</b>	107714	161420
<b>Average Principal Salary (Elementary)</b>	N/A	N/A
<b>Average Principal Salary (Middle)</b>	N/A	N/A
<b>Average Principal Salary (High)</b>	N/A	N/A
<b>Superintendent Salary</b>	N/A	N/A
<b>Percent of Budget for Teacher Salaries</b>	N/A	N/A
<b>Percent of Budget for Administrative Salaries</b>	N/A	N/A

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Harry P. B. Carden School dedicates a large portion of our professional development to responses to interventions and support. The areas of focus are on our Multi-tiered System of Support (MTSS) for behaviors and social emotional learning. Our trainings focus on Positive Behavior Intervention and Supports (PBIS), Crisis Prevention, Restorative Practices, Restorative Justice, Trauma Informed Practices, and social emotional learning. Weekly minimum days are dedicated towards staff professional development at least monthly.

## Professional Development

Full and half day professional development is offered throughout the school year by providing substitutes for teachers. These trainings cover course scope and sequence development, content area essential standard development, lesson plan development, and other course specific content as identified by staff and administration. Additionally, staff and administration meet as needed before school and after school where we collaborate and provide support to teachers and staff during implementation of our systems. Through our weekly meetings, we share data, best practices, provide peer-to-peer mentoring, administration to staff mentoring, and share our experiences. The collaboration allows us to learn from each other and become more proficient at supporting our students.

Staff development offered at both Thomas E Mathews and Harry P B Carden are open to certificated and classified staff from both sites. Therefore, the number of staff development days may be in excess of the number of weeks school is in session.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	49	49	49

# Yuba County Career Preparatory Charter School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Yuba County Career Preparatory Charter School
<b>Street</b>	1104 E Street
<b>City, State, Zip</b>	Marysville, CA, 95901
<b>Phone Number</b>	(530) 749-4000
<b>Principal</b>	Cynthia Soares
<b>Email Address</b>	cynthia.soares@yubacharterschool.org
<b>School Website</b>	<a href="https://www.yubacoe.org/prepcharteracademy">https://www.yubacoe.org/prepcharteracademy</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	58105875830112

## 2025-26 District Contact Information

<b>District Name</b>	Yuba County Career Preparatory Charter School
<b>Phone Number</b>	(530) 749-4953
<b>Superintendent</b>	Rob Gregor
<b>Email Address</b>	rob.gregor@yubacoe.k12.ca.us
<b>District Website</b>	www.yubacoe.org

## 2025-26 School Description and Mission Statement

The Yuba County Career Preparatory Charter School (YCCPCS) is a WASC-accredited K-12 non-classroom-based charter school with Dashboard Alternative School Status (DASS) operating under the Yuba County Office of Education. YCCPCS provides personalized learning options to at-promise students in a hybrid learning environment. The school aligns instruction with the needs and interests of students using a combination of independent study, classroom instruction, and on-site support. Personalized Learning Programs are a 21st-century, “on the leading edge” approach to public education that honors and recognizes each child's unique gifts, skills, passions, programs, struggles, and attributes.

YCCPCS strives to optimize each student's potential and opportunity to succeed by engaging them in a productive, relevant, and meaningful learning experience. The key attributes of the Personalized Learning Program model are based on the latest educational research regarding how students best learn. These attributes include:

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

Schoolwide goals and actions are determined through an annual needs assessment. Progress monitoring implementation and metric outcomes occur throughout the year, leading up to the annual Local Control Accountability Plan (LCAP) Annual Update.

### VISION STATEMENT

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

### MISSION STATEMENT

Yuba County Career Preparatory Charter School (YCCPCS) will empower learners as problem-solving, critical thinkers with the

## 2025-26 School Description and Mission Statement

social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. Collaborating closely with the entire learning community, YCCPCS commits to quality, independent, learner-centered education.

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

### SCHOOLWIDE LEARNER OUTCOMES (SLOs)

Members of the YCCPCS learning community will know, understand, and be able to:  
PERCEIVE themselves as supported and self-directed, engaged, lifelong learners who  
BELIEVE the essential skills they gain and the resources available will help them  
ACHIEVE on their chosen pathway of success.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	3
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	5
Grade 7	4
Grade 8	9
Grade 9	69
Grade 10	61
Grade 11	60
Grade 12	34
<b>Total Enrollment</b>	<b>250</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	50
Non-Binary	2
American Indian or Alaska Native	3.6
Asian	1.2
Black or African American	2
Filipino	0.4
Hispanic or Latino	45.2
Two or More Races	10.8
White	36.8
English Learners	4.4
Foster Youth	1.2
Homeless	10.4
Socioeconomically Disadvantaged	90.8
Students with Disabilities	25.6

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4	35.73	16.3	36.5	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.4	13.08	9.4	21.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.6	49.96	8.6	19.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	1.14	10.3	23	15831.9	5.67
<b>Total Teaching Positions</b>	11.3	100	44.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.6	39.24	16.4	34.13	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.6	5.29	16.5	34.38	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.7	48.07	7.3	15.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.8	7.31	7.8	16.31	14303.8	5.15
<b>Total Teaching Positions</b>	11.9	100	48.2	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.7	51.89	16.6	35.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	6.4	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	9.62	9.2	19.73	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5	38.49	8.9	19.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	9	19.19	13705.8	4.91
<b>Total Teaching Positions</b>	12.9	100	46.8	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.40	0.6	1.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.40	0.6	1.2

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	5.60	5.7	5
<b>Total Out-of-Field Teachers</b>	5.60	5.7	5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	1	2.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edge ELD A, B, C (2023), BrightThinker (2021)	0.0
<b>Mathematics</b>	BrightThinker (2021), Big Ideas Math Integrated I Mathematics (2018), Personal Finance: Next Generation Personal Finance (2020)	0.0.
<b>Science</b>	BrightThinker (2021)	0.0
<b>History-Social Science</b>	BrightThinker (2021)	0.0
<b>Foreign Language</b>	N/A site meets requirement with CTE Programs	
<b>Health</b>	G-W Publisher (2021), BrightThinker (2021)	0.0
<b>Visual and Performing Arts</b>	BrightThinker (2021); Teacher-created materials; studio arts course	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	microscopes, medical equipment, vet equipment	0.0

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

## School Facility Conditions and Planned Improvements

### LOCATION

YCCPCS is located in Marysville on a single site that was once a car dealership.

### DESCRIPTION

Our facilities provide students with a sense of pride. The main building has been completely renovated, providing additional classroom space and meeting areas. The remodeled Independent Study (IS) area provides students and teachers with spacious, modern, and technologically rich areas to meet with a sense of privacy. The area is very well-lit, organized, and active. Teachers decorate their spaces to promote the learning environment, displaying current student work, learning tools, and positive messages. The IS center has large historical prints of Marysville from its gold rush days that spur conversation. The facility includes a library where textbooks are checked out, and reading material, technology devices, and school IDs are available for student check-out/purchase. The site computer lab serves our students for statewide assessments and daily

## School Facility Conditions and Planned Improvements

assignments when students are on campus. The "Bear Oasis" is a new wellness center for our students to have a quiet space and can seek counseling services. Classrooms are equipped with smart boards and projectors.

The CTE facilities have been remodeled to include a fully functional Vet Tech lab, Welding Facilities, Natural Resources lab, Digital Media Arts space and across the street is a fully functional Auto Shop for repair and painting. The CTE wing has functional solar panels.

### MAINTENANCE AND SAFETY

A full-time custodian cares for the day-to-day cleanliness of the building, as well as the two wings used for the expansive CTE programs. Every summer, a walk-through of the buildings is completed to see if any major repairs need to be scheduled. Minor and emergency repairs are completed Yuba County Office of Education (YCOE) personnel, as needed, and occasionally by outside local DIR-certified contractors. An online work order request can be initiated by school personnel and the maintenance team from the YCOE schedules and completes the repairs. Emergency needs are given the highest priority. New asphalt and complete outdoor remodel have the site in top condition.

Year and month of the most recent FIT report

9/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	15	22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	0	12	13	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	72	97.30	2.70	15.28
Female	37	35	94.59	5.41	22.86
Male	37	37	100.00	0.00	8.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	13.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	12.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	65	97.01	2.99	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	0.00

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	74	72	97.30	2.70	0.00
<b>Female</b>	37	35	94.59	5.41	0.00
<b>Male</b>	37	37	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	30	29	96.67	3.33	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	32	100.00	0.00	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	67	65	97.01	2.99	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	19	95.00	5.00	0.00

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	7.14	15.38	--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	26	26	100.00	0.00	15.38
<b>Female</b>	16	16	100.00	0.00	18.75
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	25	100.00	0.00	16.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	7.69

## 2024-25 Career Technical Education Programs

Supported by the YCOE CTE/Adult Education Coordinator, Ken Hamel, YCCPCS offers CTE programs, including Introductory, Concentrator, and Completer courses in several sectors, including:

- Transportation: Systems Diagnostics, Service, and Repair, Structural Repair and Refinishing Pathways
- Manufacturing and Product Development: Welding and Materials Joining Pathway
- Agriculture and Natural Resources: Animal Science (Vet Tech), Natural Resources Pathways
- Arts, Media, and Entertainment: Design, Visual, and Media Arts Pathway

The CTE program is evaluated using the 11 Essential Elements of a High-Quality CTE System tool. Courses are accessible to all enrolled student populations, and accommodations are in place to ensure success and attainment of course/pathway outcomes.

Oversight is shared among the YCOE, the YCCPCS Director, and the CTE/Adult Education Coordinator in collaboration with the community college districts.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	219
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	13.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.6

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	85%	85%	85%	85%	85%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Parents/Guardians are committed to helping their children be successful students and community members. All parents/guardians and family members are encouraged to participate actively in their child's education during the YCCPCS enrollment and orientation process. Parents/Guardians are encouraged to be involved with their child's education by helping tailor the program to meet individual needs. Parents/Guardians must be present at their child's Independent Study (IS) appointments with their Supervising Teacher so they can monitor and support their IS student at home. They are encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, understand their child's academic progress, and find ways to support them at home. Teachers frequently call, email, text, and meet with parents to discuss student progress and provide suggestions on assisting their child academically, socially, and emotionally. IS students receive weekly feedback, quarterly progress reports, and access to student grades, progress, and upcoming assignments through their Google Classroom and Parent Square. YCCPCS is also actively engaged with families through social media and having Family Nights including student awards and an Art Show.

Parents/Guardians are presented with volunteer opportunities (Charter Advisory Council, WASC Committee, Art Show set up, help with graduation activities, CTE classes, and field trips) and are invited to attend onsite events. The Charter Advisory Council includes the school administrator, parents/guardians, and/or community members, students, and teachers.

Please contact Director Cynthia Soares at (530) 749-4000 with any questions regarding parent, family, and community involvement.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	29.5	60.3	62.8	32.6	62.9	64.6	8.2	8.9	8
<b>Graduation Rate</b>	34.4	39.7	37.2	36	37.1	35.4	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	78	29	37.2
<b>Female</b>	37	12	32.4
<b>Male</b>	40	16	40.0
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	33	13	39.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	27	7	25.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	15	5	33.3
<b>Socioeconomically Disadvantaged</b>	73	27	37.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	20	6	30.0

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

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	286	105	36.7
Female	160	142	50	35.2
Male	150	139	54	38.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	2	16.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	132	53	40.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	28	8	28.6
White	112	102	41	40.2
English Learners	16	15	5	33.3
Foster Youth	--	--	--	--
Homeless	41	35	15	42.9
Socioeconomically Disadvantaged	287	262	102	38.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	71	27	38.0

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.28	1.59	5.55	3.79	5.76	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0.00
Female	0.63	0.00
Male	2.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.33	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.44	0.00
Socioeconomically Disadvantaged	1.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.90	0.00

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

## 2025-26 School Safety Plan

YCCPCS adheres to the requirements of Education Code 47605(b)(5)(F), as outlined in the CA Charter Schools Act. The School Safety Plan is developed in cooperation with emergency medical services personnel and other persons who may be interested in the health and safety of students (AB 2887). The Safety Plan will be reviewed and updated on January 27, 2026, with the Charter Advisory Council (including students). It is reviewed with staff annually in October with an update in February. It is reviewed by the YCOE Board of Education annually by March 1.

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

- a. child abuse reporting procedures
- b. disaster procedures, including adaptations for students with disabilities
- c. serious acts leading to suspension/expulsion
- d. notifying teachers of dangerous pupils
- e. discrimination/harassment
- f. inclusion of any schoolwide dress code that prohibits pupils from wearing 'gang-related apparel'
- g. safe entry into and exit from the school (pupils, parents, and staff)
- h. a safe and orderly environment conducive to learning at the school.
- i. rules and procedures on school discipline
- j. tactical responses to criminal incidents procedures, including individuals with guns on school campuses and at school-related functions
- k. procedures to prepare for active shooter/armed assailant drills (only when included)
- l. dangerous, violent, or unlawful activity response procedures
- m. procedures to respond to cardiac arrest or similar life-threatening medical emergency
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site.
- o. opioid overdose procedures

YCCPCS has a procedure for identifying a refuge shelter for all students and staff to use in the event of an evacuation order and notifying the fire department responsible for the school site. The school is not located in high or very high fire hazard severity zones, as identified by the State Fire Marshal. It maintains a communication and evacuation plan to be used in the event of an early notice evacuation warning, allowing enough time to evacuate all students and staff. The plan outlines a decision-making process for determining whether an evacuation is necessary. The evacuation procedures are coordinated with the fire department (EC 32282(a)(2)(B)(i)(III)).

YCCPCS maintains an instructional continuity plan to ensure that students receive instruction when natural disasters or other states of emergency make in-person classes impossible (EC 32282(a)(3)).

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	2	1	0	0
<b>1</b>	1	1	0	0
<b>2</b>	1	1	0	0
<b>3</b>	1	1	0	0
<b>4</b>	0	0	0	0
<b>5</b>	2	6	0	0
<b>6</b>	2	4	0	0
<b>Other</b>	4	4	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	2	1	0	0
<b>1</b>	1	1	0	0
<b>2</b>	1	1	0	0
<b>3</b>	1	1	0	0
<b>4</b>	1	1	0	0
<b>5</b>	1	1	0	0
<b>6</b>	6	1	0	0
<b>Other</b>	7	4	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	2	2		
2	1	2		
3	1	1		
4	1	4		
5	1	1		
6	2	9		
Other	5	13		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	74	0	0
Mathematics	3	66	0	0
Science	3	52	0	0
Social Science	2	95	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	78	1	
Mathematics	3	76		
Science	3	51		
Social Science	2	104		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	50		
Mathematics	4	72		
Science	3	63		
Social Science	2	100		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1/250

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	15914.83	3877.09	12037.74	81611.65
<b>District</b>	N/A	N/A	NA	
<b>Percent Difference - School Site and District</b>	N/A	N/A	NA	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.1	

## Fiscal Year 2024-25 Types of Services Funded

Revenue for the school was derived from state apportionment as determined by the average daily attendance, CSI, and other state grants. The types of programs and services funded include:

- Instructional support for independent study, including but not limited to tutoring, EL support, and interventions, dual/articulated courses
- Textbooks, computers, software, other supplemental instructional materials, supplies, and equipment to support independent study
- Specific costs include equipment, supplies, and training to implement high-quality CTE pathways: Natural Resources, Welding, Automotive, Digital Media Arts, and Veterinary Technician.
- Special Education services (above SELPA provided funds)
- On-site content-specific support in math, ELA, and social studies courses throughout the week and off-site enrichment opportunities (e.g., Shady Creek, CTE fieldtrips, leadership opportunities)
- Tiered re-engagement family support specialists
- Social-emotional and academic counseling
- Community partnership and post-secondary transition supports (e.g., WIOA)

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

YCCPCS staff have seven non-student professional days. Thirty-one Mondays are protected staff development days designed to identify and address student needs.

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

Subject	2023-24	2024-25	2025-26

**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	36	34
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# Yuba County Special Education

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Yuba County Special Education
<b>Street</b>	935 14th St.
<b>City, State, Zip</b>	Marysville, CA, 95901-4149
<b>Phone Number</b>	530-749-4871
<b>Principal</b>	Kristen Nottle-Powell
<b>Email Address</b>	kristen.nottlepowell@yubacoe.k12.ca.us
<b>School Website</b>	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	58105876069249

## 2025-26 District Contact Information

<b>District Name</b>	Yuba County Office of Education
<b>Phone Number</b>	(530)749-4900
<b>Superintendent</b>	Rob Gregor
<b>Email Address</b>	Rob.Gregor@yubacoe.k12.ca.us
<b>District Website</b>	<a href="http://www.yubacoe.org">http://www.yubacoe.org</a>

## 2025-26 School Description and Mission Statement

The Yuba County Office of Education has a mission of bridging the gap between education and career opportunities, fostering collaboration between schools, businesses, and community to empower individuals with skills and resources needed for a better future. The Yuba County Office of Education's priority is service to students, districts and the community by providing exemplary educational programs, fiscal support and retention of qualified and valued employees. The Yuba County Office of Education focuses on effective, high quality, cost efficient delivery of county, state and federal programs and services. Our staff, parents and community share a commitment and responsibility to provide opportunities that meet the unique needs of individual students. Services are provided to special education students aged 3-21 and eligible infants with visual impairments in appropriate settings. Students with extensive support needs, including preschoolers with intensive support needs, are served at Virginia School in Wheatland, YCOE Kynoch Primary and Elementary (Agnes Weber Meade School), YCOE Ella Primary and Elementary, YCOE Olivehurst Primary and Elementary, Spring Valley Primary and Life Skills, and YCOE Anna Bell Karr Elementary. Students with visual impairments are served in classrooms at their school of residence with support services located in the VI Resource Center at the YCOE Main Office. Psychology services, Behavior services, Nursing services, Occupational Therapy services, Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending YCOE regional programs. Nursing services are provided for students in the Camptonville Union Elementary School District. Preschool Speech and Language Services are provided to eligible students attending YCOE regional programs.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	28
Grade 2	28
Grade 3	21
Grade 4	14
Grade 5	15
Grade 6	7
Grade 7	8
Grade 8	5
Grade 9	4
Grade 10	5
Grade 11	5
Grade 12	10
<b>Total Enrollment</b>	<b>170</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	24.9
Male	54.9
American Indian or Alaska Native	1.4
Asian	5.6
Black or African American	3.3
Filipino	0.9
Hispanic or Latino	37.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.1
White	24.9
English Learners	8
Foster Youth	1.9
Homeless	4.7
Socioeconomically Disadvantaged	51.6
Students with Disabilities	79.8

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7	31.82	16.3	36.5	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5	22.73	9.4	21.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8.6	19.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	10	45.45	10.3	23	15831.9	5.67
<b>Total Teaching Positions</b>	22	100	44.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8	33.33	16.4	34.13	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9	37.5	16.5	34.38	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	7.3	15.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7	29.17	7.8	16.31	14303.8	5.15
<b>Total Teaching Positions</b>	24	100	48.2	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	3.00	4	
Misassignments	2.00	5	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	<b>9</b>	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	4	4

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Ed mark Level 1 and 2 Edmark Supplemental- Functional Word Series Open Court SIPPS Zoo Phonics Handwriting Without Tears Read Naturally SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model Size Matters Handwriting	0.0
<b>Mathematics</b>	Touchmath Saxon Math Survival Math SEACO Content Access Guide Unique Curriculum News2You Early Start Denver Model	0.0
<b>Science</b>	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide Unique Curriculum News2You Ready Set Cook Attainment - Early Science	0.0
<b>History-Social Science</b>	Teacher created curricular materials aligned to SEACO standards and IEP goals and objectives. SEACO Content Access Guide	0.0

	Unique Curriculum News2You James Stanfield's First Job Survival Skills Curriculum	
<b>Health</b>	Positive Prevention Plus James Stanfield's Circles Curriculum	0.0

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

### School Facility Conditions and Planned Improvements

The YCOE Maintenance Department works closely with the administrators of each special education site to ensure that maintenance projects are completed in a timely manner and that school facilities are maintained adequately for cleanliness, safety and appearance. Staff maintains the grounds, landscaping at the sites and cleans the facilities on an assigned schedule. Deep cleaning is accomplished at all sites during the period between extended year and the start of the next school year. Repairs, when needed, are accomplished in a timely manner. Emergency situations are given priority for completion. Long term projects are completed through the deferred maintenance planning process to ensure that facilities are upgraded as needed.

#### Year and month of the most recent FIT report

Spring Valley: 10/23/2025 Virginia  
School: 10/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		X	
<b>Interior:</b> Interior Surfaces	X			Spring Valley- Class Rm 2: Needs new carpet. Missing cove base. VCT tile broken.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Spring Valley - Grounds: Signs of Gophers & Squirrels in the front pastures. Well Maintained
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	24	22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)	9	7	12	13	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	59	80.82	19.18	23.73
Female	22	20	90.91	9.09	20.00
Male	51	39	76.47	23.53	25.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	32	82.05	17.95	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	21	84.00	16.00	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	42	82.35	17.65	30.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	59	80.82	19.18	23.73

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	73	59	80.82	19.18	6.78
<b>Female</b>	22	20	90.91	9.09	0.00
<b>Male</b>	51	39	76.47	23.53	10.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	32	82.05	17.95	3.13
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	21	84.00	16.00	14.29
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	51	42	82.35	17.65	9.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	73	59	80.82	19.18	6.78

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)			--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	19	70.37	29.63	10.53
Female	--	--	--	--	--
Male	20	15	75.00	25.00	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	8	66.67	33.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	14	73.68	26.32	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	19	70.37	29.63	10.53

## 2024-25 Career Technical Education Programs

Regional Occupational Program Services/WorkAbility Services: High school aged students at Virginia School two days a week. A part time ROP Administrator is employed by the YCOE to assist with obtaining job sites and activities. Vocational training counselors are available for a variety of support services to students in special education programs countywide. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services.

## 2024-25 Career Technical Education (CTE) Participation

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

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Parents are a vital part of the education process for Yuba County Special Education Programs. Through the Special Education Local Plan Area (SELPA), parent and agency representatives meet four times per year, plus special meetings if necessary, as the Community Advisory Committee. Topics covered include such issues as: compliance monitoring, state testing, LCFF, Dashboard, legal changes, IEP process, transition, transition partnerships, related services, instructional strategies, behavioral supports, and state and federal special education priorities. The Family Resource Center Program Facilitator distributes information, provides support and has a lending library of books and toys for families of children with special needs aged 0-5. Grant support through the 1st 5 Yuba Children and Families Commission has enabled the FRC to expand services to children aged 0-5 and to assist with the provision of gas cards for families who must travel out of the area for medical appointments, and bus passes for local appointments, for their special needs child, as well as translation support. The Yuba County Family Resource Center also collaborates with Family Soup to provide trainings for families with children with special needs. The Yuba County Office of Education participates in a wide variety of community events to provide resources and disseminate information regarding special education program eligibility and services. Parents are a critical part of the development of Individual Educational Programs for all students in YCOE classes. Regional Special Education Programs are designed to

## 2025-26 Opportunities for Parental Involvement

include community based instruction opportunities. Ultimately, students have a higher level of independence and productivity because of the linkages created by parent, school and community involvement.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--		32.6	62.9		8.2	8.9	
Graduation Rate	--	--		36	37.1		86.2	86.4	

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

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

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

## 2024-25 Chronic Absenteeism by Student Group

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

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.96%	0%		5.55%	3.79%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

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

## 2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on February 12, 2025. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an on-going basis at site staff meetings. The Yuba County Office of Education Special Education programs are all connected to the CATAPULT Emergency Notification system and tied into their district site CATAPULT notifications and utilize Parent Square/Aeries to contact families.

## D. Other SARC Information Information Required in the SARC

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

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	2	1	0	0
6	3	2	0	0
Other	8	12	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	3	0	0
Other	9	13	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$66,114.69	\$29,032.55	\$37,082.14	\$67,053.96
<b>District</b>	N/A	N/A	N/A	
<b>Percent Difference - School Site and District</b>	N/A	N/A	N/A	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	110.0	N/A

## Fiscal Year 2024-25 Types of Services Funded

Nurse: One full time nurse, three full time LVN's provide required services for the special education regional programs and Camptonville Union Elementary School District.

## Fiscal Year 2024-25 Types of Services Funded

**Psychologist:** Three full time psychologists provide services to YCOE operated regional special education programs, alternative education programs, charter programs (academies and independent study programs).

**SELPA (Special Education Local Plan Area):** District and program representatives participate in three levels of SELPA governance - Superintendents/Operations Council, Fiscal Advisory Committee, and Community Advisory Committee. The SELPA is responsible for special education policies and procedures, Information collection and reporting, dispute resolution and compliance reviews. SELPA personnel include a full time administrator, a part time program secretary, and a part time data coordinator.

Also available from YCOE is a disability awareness program "Kids Come in Special Flavors", a SELPA wide program for general education students (Preschool-12) that fosters an understanding of disabilities through accurate, age appropriate information and hands on activities.

**Adapted Physical Education Specialist:** 2.0 FTE Adapted Physical Education teachers serve eligible students in YCOE regional programs.

**Speech and Language Pathologists:** 4.6 FTE Speech and Language Pathologists, 1 FTE Speech and Language Pathology Assistants, and 4 FTE Speech Para Educators who serve eligible students in YCOE regional programs. The amount of therapy contact time varies depending on the severity of the needs of the identified students, based on IEP team recommendations for services. Services are through a combination of YCOE employees and contracted staff.

**Occupational Therapy Services:** 1.4 FTE Occupational Therapists and 1.0 FTE Certified Occupational Therapy Assistant. OT services in Yuba County are provided to eligible students through a combination of a 1.0 FTE OT and the remaining staff through a contracted agency that works collaboratively with staff to develop procedures for referral, assessment, consult and direct service options for students. Students are recommended for OT services through the IEP process.

**Medical Therapy Unit:** Yuba County Office of Education maintains an equipment budget for the Medical Therapy Unit that serves Yuba County and is located on the Virginia School Campus. The Yuba County Health Department provides the physical therapy staff and services for medically eligible students through the MTU.

**Physical Therapy Services:** Educationally necessary PT services are provided to IEP eligible students through a contracted agency that works collaboratively with staff to develop procedures for referral, assessment, consult and direct service options for students. Students are recommended for PT services through the IEP process.

**Vision Services:** 1 teacher of the Visually Impaired, 2 VI paraeducators and 1 braille teacher serve students countywide with visual impairments in classrooms at their school of residence with support services located in the VI Resource Center at the Yuba County Office of Education Main Office.

**Orientation and Mobility Training:** This service is provided on a contract basis to students who qualify for services due to their visual or physical impairments.

**Behavior Services:** 1.51 FTE Board Certified Behavior Analysts, 1 FTE Resource Behavior Technician serve eligible students in YCOE regional programs. Students are recommended for behavior services through the IEP process.

**Regional Occupational Program Services/WorkAbility Services:** High school aged students at Virginia School work with ROP staff two days per week. A YCOE Administrator is employed by the YCOE to assist with obtaining job sites and activities. Vocational training counselors are available for a variety of support services to students in special education programs countywide. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services.

**Administrative/Secretarial:** K-22 Regional Special Education programs for extensive support needs students have 2 FTE Principals, and 2 secretaries to provide program support as well as support to the Visually Impaired Program. Part time administrative support is provided for coordination and support to the APE and Speech Departments, in addition to the Family Resource Center.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## Professional Development

Professional development activities take place on 19 minimum days, as well as other optional days prior to the start of school, and conference attendance for special education staff. Training areas are determined by staff and student needs. Implementation support is provided for staff through one-on-one teacher-principal meetings, in-class observations and coaching, peer collaboration and professional learning community meetings. Topics have included the following: Staff Handbook/Program Procedural Updates, Medi-Cal Practitioner Training, iPad Strategies, Procedures and Confidentiality, Behavior Basics, ABA Training, CAA Training, Legal Issues, EL Strategies and Redesignation - ALT ELPAC, EpiPen Training,

## Professional Development

Safety Procedures, Mandatory Reporting, Staff Orientation, Blood Borne Pathogens, Public School Works Online Trainings, Assistive Technology, Phonological Assessments, SEIS Training, Unique and News2You Curriculum, Field Trip Procedures, Lifting/Positioning, CPR/First Aid, Interactive White Boards, Aeries, DRDP, Zones of Regulation, and occupational therapy, fine motor and sensory/behavior strategies in the schools, Conscious Discipline, CHAMPS, Communication Severity Scales, Professional Learning Communities Workgroups, SLPA Supervision, Crisis Prevention Intervention (CPI), Patterns of Strengths and Weaknesses, Dyslexia Training, MOVE, adaptive physical education, Conflict Management, Picture Exchange Communication System, Handwriting Without Tears, Early Start Denver Model, Autism, Apraxia, communication skills, inclusion, COVID health and safety and EPE protocols and procedures, BLINK platform, A portion of staff meetings are designated for individuals to share resources and information relevant to their program as a means of ongoing professional growth.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	19	19

# YUBA COUNTY OFFICE OF EDUCATION

Rob Gregor, Superintendent

## 2025/2026 Classified Salary Schedule

RANGE	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 10 Longevity	Step 15 Longevity	Step 20 Longevity	Step 25 Longevity
A	18.42	19.28	20.19	21.14	22.11	23.15	24.31	25.46	26.62	27.78
B	18.71	19.55	20.38	21.36	22.22	23.28	24.45	25.62	26.78	27.94
C	19.53	20.46	21.38	22.40	23.45	24.52	25.75	26.97	28.20	29.43
D	22.62	23.59	24.75	25.89	27.08	28.38	29.79	31.22	32.63	34.06
E	23.97	25.07	26.39	27.70	29.06	30.53	32.04	33.59	35.10	36.63
F	25.23	26.48	27.79	29.24	30.63	32.16	33.70	35.23	36.76	38.38
G	26.76	28.11	29.50	30.97	32.52	34.14	35.86	37.56	39.26	40.97
H	29.39	30.81	32.38	34.00	35.74	37.61	39.49	41.37	43.24	45.13
I	34.75	36.49	38.32	40.24	42.26	44.38	46.59	48.82	51.04	53.26
J	37.35	39.23	41.18	43.23	45.42	47.68	50.07	52.46	54.83	57.23
K	42.69	44.83	47.06	49.41	51.89	54.48	57.20	60.06	63.07	66.22
L	52.76	55.39	58.14	61.05	64.11	67.29	70.66	74.02	77.40	80.77

- 2.30% added to 2024/2025; Step Increase

- Range F, moved Step 3 to Step 2 and added new Step 25

### STIPEND INFORMATION:

- Degree Stipends:

- AA \$300

- BA \$600

- MA \$1,200

- American Sign Language (ASL): 5% of employee's normal salary (if providing direct sign support for a student with a DHH disability)

- Intervener: 5% of employees' normal salary (any employee who completes the course/training to receive the Intervener certificate (if providing direct support to a student with a deaf blind disability)

- Bilingual/Interpreting: 2.5% of employee's normal salary (Employee must pass bilingual/interpreting test provided by the County)

- Speech Language Pathology Assistant (SLPA): \$1,000

# YUBA COUNTY OFFICE OF EDUCATION

Rob Gregor, Superintendent

## 2025/2026 Classified Salary Schedule

Range A	Clerk Receptionist TEC Aide	Range F	Secretary II Training/Employment Counselor I Vocational Training Counselor	Range H	Budget Analyst Business Serv. Representative Fiscal Systems Technician Human Resources Specialist Program Specialist Training/Employment Counselor III
Range B	Health Assistant	Range G	Academic, College & Career Advisor Accountant-Financial Accountant-Payroll	Range I	Tech II-Senior Support Technician
Range C	Campus Sup/Food Srv Asst Custodian Custodian/Mail Courier Para Educator - Alt Ed - Library Resource		Certified Occupational Therapy Asst Instructional Technology Spec IT Administrative Technician Licensed Vocational Nurse Maintenance Tech Program Assistant	Range J	Educational Caseworker
Range D	Accounts Payable Technician Attendance Technician Maintenance Tech Asst/Mail Courier Para Educator - Special Ed - Speech - VI Secretary I		Quality Improvement Specialist Secretary III - Special Education Secretary III - Fiscal & Grants Secretary III - Maintenance and Operations Speech/Language Asst (SLPA) Tech I-Support Technician Training/Employment Counselor II Vocational Training Counselor II	Range K	Tech III-Network Administrator
Range E	Accounting Technician Braillist Family Resources Center Facilitator Registered Behavior Technician			Range L	Marriage and Family Therapist Occupational Therapist Student Support Mental Health Counselor

### STIPEND INFORMATION CONTINUED:

- Service Year Longevity Stipend with YCOE will be prorated based upon FTE as defined by their work assignment as is set forth below:

- 10 to 14 years = \$500/year
- 15 to 19 years = \$1,000/year
- 20 to 24 years = \$1,500/year
- 25 to 29 years = \$2,000/year
- 30 + years = \$2,500/year