

Yuba Environmental Science (YES) Charter Academy

9841 Texas Hill Rd • Oregon House • 5306922210 • Grades TK-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Yuba County Office of Education

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District Governing Board

Jackie Stanfill
Paul McGovern
Lorree Wallender
Ashlie Devorss

District Administration

Josh Harris
Superintendent
Katheryn Smith
Principal Director

School Description

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

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

YES Charter Academy Core Values ensure that students are: Academic Masters, Environmental Stewards, Responsible Citizens, Kind, and Resourceful!

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 5306922210 or the district office.

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Yuba Environmental Science (YES) Charter Academy	13-14	14-15	15-16
With Full Credential	6	6	5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Yuba County Office of Education	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Yuba Environmental Science (YES) Charter Academy	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Zaner Bloser Language Arts/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8: Creative Core Curriculum for Mathematics with STEM, Literacy, and Arts by TPS/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	EEl- Environmental Education Initiative/2015 Project WILD, Project WET, Project Learning Tree/2008 Roots of Reading Seeds of Science/2013 Macmillan/McGraw Hill/2008 Holt Grades 6-8/2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5: History-Social Science for California by Scott Foresman/Pearson/2008 Grade 6: Ancient Civilizations, by Prentice Hall, California Edition/2008 Grade 7: Medieval and Modern Times by Prentice Hall, California Edition/2008 Grade 8: America: The History of Our Nation, by Prentice Hall, California Edition/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Conversational Spanish, grades 6-8- Teacher Created Materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Videography, grades 6-8- Teacher Created Materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

YES Charter Academy facilities are currently undergoing inspection and planning to use Prop 39 Energy Efficiency Retro fitting renovations. Additionally, the Council Facilities Committee is actively planning replacement/repair of our school roof, irrigation of the fields, and other updates.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC will be retrofitted to newer energy efficiency standards over next 18 months.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roof leaking as roof material has become weather damaged. Council is currently investigating repair options.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: November 2015					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Weather damage to some door and window seals. Repairs to be completed over summer 2016.	
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	47			49	48		59	60	

* Results are for grades 5, 8, and 10. Scores are not shown 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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents have collaborated in the crafting of this educational vision and plan, and will play a key role in the interviewing and hiring of teaching staff. Parents will collaborate with the teachers in the creation of the academic and other school-wide goals.

Parents of YES CHARTER ACADEMY students will pledge a fixed number of hours per year to YES CHARTER ACADEMY activities (with accommodations made for low income or otherwise challenged families). In addition, frequent two-way communication between teachers, school administration, and home will be a hallmark of YES CHARTER ACADEMY. Parents will be a crucial element in the success of YES CHARTER ACADEMY's field experience plan. In order to work safely in the foothill environment, for example, an ample number of adults must be present. Ventures into the workplaces of adults, and into cities and towns to take advantage of cultural and other resources, would not be possible without the active planning and participation by parents. Family education nights, a YES CHARTER ACADEMY newsletter, carpooling, and extramural and sports activities will require active family support.

YES CHARTER ACADEMY will encourage families to give of their time to promote the success of YES CHARTER ACADEMY and its programs. YES CHARTER ACADEMY will work with parents to develop parent involvement policies and strategies.

Parent involvement includes the following:

- o Participation in the development of the Individual Learning Plans
- o Participation with homework and support of weekly learning assignments
- o Attendance at Parent Association meetings
- o Attendance for progress report meetings with the teacher
- o Service to YES CHARTER ACADEMY: This can include serving on the Council of Directors or Standing Committees, providing physical labor, providing professional or paraprofessional services, staffing field trips, or any other ways as outlined in the Parent and Student Handbook, which anticipates a parent time commitment of twelve hours per year.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

YES CHARTER ACADEMY has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with YES CHARTER ACADEMY's insurance carriers, and the County Office of Education, and at a minimum address the following (a full set of the health and safety policies and procedures are on file at the Charter School).

This Plan includes, but is not limited to, the following responses: fire, earthquake, threats, and biological or chemical release . This Plan includes an evacuation plan, general school safety, injury and illness prevention.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate			
Expulsions Rate			
District	2012-13	2013-14	2014-15
Suspensions Rate			
Expulsions Rate			
State	2012-13	2013-14	2014-15
Suspensions Rate			
Expulsions Rate			

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate			Yes
Met Percent Proficient			N/A
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient			N/A
Made AYP Overall			Yes
Met Attendance Rate			Yes
Met Graduation Rate			Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Professional Development provided for Teachers

Primary focus for staff development includes: STEM, project based learning, Common Core. These areas were selected by teacher expressed concerns and stakeholder priorities.

Primary delivery is minimum days for students, after school workshops, coaching, and non student attendance days.

Teacher support includes: mentoring, teacher-administrator planning and goal setting, staff wide review and collaboration, data reporting.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

YES Charter Academy is not in PI status.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8299	684	8,069	37680
District	♦	♦		
State	♦	♦		
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.