



Yuba Environmental Science (YES) Charter Academy

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Yuba County Office of Education

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District Governing Board

Jackie Stanfill
Paul McGovern
Freja Nelson
Jessica Shyer
Tena Brown
Dane Cannon

District Administration

Francisco Reveles
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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	12
Grade 1	9
Grade 2	9
Grade 3	11
Grade 4	11
Grade 5	11
Grade 6	14
Grade 7	8
Grade 8	6
Total Enrollment	91

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0
White	67
Two or More Races	12.1
Socioeconomically Disadvantaged	81.3
English Learners	0
Students with Disabilities	7.7
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	6	5	7
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Yuba County Office of Education	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Yuba Environmental Science	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	0

* "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

2015-16 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
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 2016				
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 2016				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	69	44	16	14	27	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.1	27.3	27.3

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	27	25	15	19	44	48
Math	25	14	7	6	34	36

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	19	16	84.2	43.8
Socioeconomically Disadvantaged	14	12	85.7	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	14	12	85.7	25.0
	4	11	10	90.9	30.0
	5	13	11	84.6	36.4
	6	15	15	100.0	26.7
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	14	14	100.0	28.6
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	11	9	81.8	11.1
	4	11	10	90.9	30.0
	5	--	--	--	--
	6	11	11	100.0	18.2
	7	--	--	--	--
	8	--	--	--	--
English Learners	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	14	12	85.7	16.7
	4	11	10	90.9	20.0
	5	13	11	84.6	18.2
	6	15	15	100.0	13.3
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	14	14	100.0	14.3
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	11	9	81.8	
	4	11	10	90.9	20.0
	5	--	--	--	--
	6	11	11	100.0	9.1
	7	--	--	--	--
	8	--	--	--	--
English Learners	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 per-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	2013-14	2014-15	2015-16
Suspensions Rate	10.7	8.2	0.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.6	9.1	9.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		0
Percent of Schools Currently in Program Improvement		.0

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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	13	11	12	1	1	1						
1	10	8	8		1		1					
2	11	9	9			1						
3	12	12	13				1	1				
4	14	9	11						1			
5	9	14	12	1				1				
6	8	7	15						1			
Other	23	22	12	1		1	1	1				

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

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

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 2014-15 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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8299	684	9,270.10	41,106
District	◆	◆		
State	◆	◆	\$5,677	59,415
Percent Difference: School Site/District				
Percent Difference: School Site/ State			63.3	-30.8

* Cells with ◆ do not require data.

Types of Services Funded

YES Charter Academy is not in PI status.

Special programs include: Before School Academic Tutoring, After School Homework Club and General Supervision and Care, Volunteer Tutors, Morning Core Academic Instructional Assistants.

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 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).

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.