2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by clicking here.

A list of answers to frequently asked questions can be reviewed by clicking here. If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by clicking here.

School Contact Information (School Year 2018-19)
Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Yuba Environmental Science (YES) Charter Academy
Street	9841 Texas Hill Rd-0430
City, State, Zip	Oregon House
Phone Number	530-692-2210
Principal	Louise Miller
E-mail Address	lmiller@yescharteracademy.org
School Website	www.yescharteracademy.org
CDS Code	58105870117242
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Yuba Environmental Science Charter Academy
Street	935 14th St
City, State, Zip	Marysville,
Phone Number	530-749-4900
Superintendent	Dr. Francisco Reveles
Web Site	www.yubacoe.org
E-mail Address	josh.harris@yubacoe.k12.ca.us
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Jackie Stanfill
Member 2	Paul McGovern
Member 3	Ron White
Member 4	Tracey Fuschich
Member 5	Louise Miller
Member 6	Jamie Hyatt
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Dr. Francisco Reveles
Administrator 1	Louise Miller Principal
Administrator 2	
Administrator 3	
Administrator 4	
Administrator 5	
Administrator 6	
Administrator 7	
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 a learning 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!

Opportunities for Parental Involvement (School Year 2018-19)
Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 we use. ParentSquare to track volunteer hours and reach parents digitally.

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, Harvest Festival, Environmental Science Fair, Earth Day and other 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 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.

[School Safety Plan (School Year 2018-19)](#)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

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: monthly fire drills, earthquake, threats, and biological or chemical release . This Plan includes an evacuation plan, Lock down,general school safety, injury and illness prevention.

[School Facility Conditions and Planned Improvements (School Year 2018-19)](#)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: November 2018

This section should be kept to 1-2 paragraphs.

YES Charter Academy facilities are currently undergoing inspection and planning to use Prop 39 Energy Efficiency Retro fitting renovations. Additionally, the Council Facilities Committee has replaced our school roof, gutters, started repair irrigation of the fields, remodeling our kitchen, and other updates.

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC replacement has begun and we are 50% done
Interior: Interior Surfaces	X			Replaced flooring in all breakout rooms, bathroom and cafeteria. Painted interior walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New outdoor drinking fountains, new sink science bathroom, new flooring girls bathroom
Safety: Fire Safety, Hazardous Materials	X			New water tanks for fire suppression and land fire cleaniing of property
Structural: Structural Damage, Roofs	X			New roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fencing, track, gates

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	7	7	7
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	2	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2017-18)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	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 (non-teaching)	1	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

[Textbooks and Instructional Materials (School Year 2018-19)](#)
This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2018

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge 2018	Yes	0
Mathematics	K-8:Go Math/ 6/2017	Yes	0
Science	EEI- Environmental Education Initiative/2015 Project WILD, Project WET, Project Learning Tree/2008 NGSS	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	Yes	0
Foreign Language		No	0
Health			
Visual and Performing Arts	Photography, grades 6-8- Teacher Created Materials	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.
Percent differences, highlighted light-blue, are calculated by this form.
The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	8299	684	9,270.10	43,000
District	♦	♦	9,270.10	
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	$7,125	
Percent Difference: School Site and State	♦	♦	26.2	-63.4

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor.
Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

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 Title 1Instructional Assistants.

[Professional Development (2016-17, 2017-18 and 2018-19)](#)
Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 for students, after school workshops, coaching, and non student attendance days, tutoring for core subjects.
Teacher support includes: mentoring, teacher-administrator planning and goal setting, staff wide review and collaboration, data reporting.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

[Career Technical Education Programs (School Year 2017-18)](#)
Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

[Career Technical Education Participation (School Year 2017-18)](#)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	