

**YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY  
REGULAR MEETING  
COUNCIL OF DIRECTORS  
AGENDA**

**9841 Texas Hill Road  
Oregon House, CA  
In Person**

**January 29th, 2026**

**Meeting start time is 3:15PM**

**Video call link: <https://meet.google.com/edt-ujnc-ika>**

Or dial: (US) +1 636-429-2871 PIN: 745 520 743#

More phone numbers: <https://tel.meet/edt-ujnc-ika?pin=3057554023624>

**INSTRUCTIONS FOR PRESENTATIONS TO  
THE COUNCIL BY PARENTS AND CITIZENS**

The Yuba Environmental Science Charter Academy (“YES Charter Academy”) welcomes your participation at the School’s Council meetings. The purpose of a public meeting of the Council of Directors (“Council”) is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. Blue “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.”
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Council may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Council discusses that item. In accordance with Title VI of the Civil Rights Act of 1964 and related statutes, this body is committed to ensuring meaningful access to all its programs and activities for people with Limited English Proficiency (LEP). If a member of the public requires a language or any other type of interpreter to provide public comment, they will be allotted twice the standard time to account for the need for interpretation.
5. When addressing the Council, speakers are not required to state their name and/or other self identifying information.
6. Citizens may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in the School’s Council BP. Once such an item is properly agendized and publicly noticed, the Council can respond, interact, and act upon the item.
7. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 530-692-2210 or [lmiller@yescharteracademy.org](mailto:lmiller@yescharteracademy.org). All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

## **I. PRELIMINARY**

### **A. CALL TO ORDER:**

### **B. ROLL CALL/ESTABLISH QUORUM**

<b>President/Chair</b>	<b>Pam Cook</b>	
<b>Vice President</b>	<b>vacant</b>	
<b>Chief Financial Officer</b>	<b>Paul McGovern</b>	
<b>Secretary</b>	<b>Vacant</b>	
<b>Staff Representative</b>	<b>Lance Haliday</b>	
<b>Director</b>	<b>Yvette Rodriquez</b>	
<b>Director</b>	<b>Deborah Hoerner</b>	
<b>Director</b>	<b>Wendy Underhill</b>	
<b>Director</b>	<b>Shelley Lehman</b>	
<b>Director</b>	<b>Diahna De La Vara</b>	

### **Guests:**

### **C. Adopt Minutes from Previous Meeting: (December 12th, 2025)**

### **D. Reading of Vision/Mission/Core Values:**

Mission: YES CHARTER ACADEMY educates K-10 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–10 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with learning via a program, teaching staff, and school culture that value scientific methods of inquiry.

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

## **II. PUBLIC SESSION**

### **A. Principal Louise Miller Report: For Information Only**

### **B. Public Comment: For Information**

### **C. The Staff Representative will address the COD: For Information**

### **D. The COD will consider and vote on electing Wendy Underhill as Vice President: For Action**

### **E. The COD will consider and vote on electing Deborah Hoerner as Secretary: For Action**

- F. Policy Coordinator Michele Goldberg will present information on Attendance Recovery programming: **For Information Only**
- G. The COD will consider for action approving the School Accountability Report Card: **For information and Action**
- H. The COD will consider for action approving the Caspi Cinemations Proposal **For Action**
- I. Consent Agenda (Approved in its entirety)
1. Policy 5113 Absences and Excuses Policy and Regulations: **For Action**
  2. Policy 5114 Attendance Recovery Policy: **For Action**
  3. Policy 5141.4 Child Abuse Prevention and Reporting Policy and Regulation **For Action**
- J. Louise Miller will present the 2024-25 Audit Findings Resolution to the COD: **For Information only**

### **III. REGULAR REVIEW OF COMMITTEE MEETING MINUTES: For Information**

- **Facilities/Safety/Transportation:** Wendy Underhill/Pam Cook/Deb Campbell/Dawn Kaundart/Sara Hedrick/Lance Haliday/ James Brandt
- **Academic:** Louise Miller/Paul McGovern
- **Outreach:** Deborah Hoerner/Margaret Campbell -See recommendation to the COD regarding improving the use of Social Media and hiring a video consultant to achieve this recommendation.
- See Outreach Recommendation in the Outreach Minutes and Caspi Cinemations Proposal in the Agenda Packet (**For Action**)
- 
- **Finance:** Paul McGovern/Pam Cook
- **Wellness:** Louise Miller/ Sheila Rolfer/ Cherrity Leyson/Tatiana Kaiser/Nick Brown/ Dio Martinez
- **Anti-Bullying Committee:** Yvette Rodriguez/ Anthony Emmolo/ Justin Drumm/Louise Miller

### **IV. ADJOURNMENT**

**YUBA ENVIRONMENTAL SCIENCE CHARTER ACADEMY  
REGULAR MEETING  
COUNCIL OF DIRECTORS  
MINUTES**

**9841 Texas Hill Road  
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**December 11th, 2025**

**Meeting start time is 3:15PM**

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Topic	Discussion	Action Taken
<b>A. CALL TO ORDER</b>	<b>COD President Cook called a regular meeting of the YES Charter Academy to order at 3:23 pm on December 11, 2025 at 9841 Texas Hill Road, Oregon House, CA 95962.</b>	<b>CALLED TO ORDER: 3:23pm</b>
<b>B. ATTENDANCE</b>	<p><b>Pam Cook, Lance Haliday, Yvette Rodriquez, Wendy Underhill, Shelley Lehman, Deborah Hoerner, Paul MCGovern are present</b></p> <p><b>Guests: Louise Miller, Diahna De LaVara, Debbie Campbell, Michele Goldberg, Susan Leftowitz, Doris Tapia (grandparent)</b></p>	<b>QUORUM PRESENT</b>
<b>C. ADOPTION OF NOVEMBER MINUTES</b>	<b>COD President Cook directed COD members to the November 20th, 2025, Minutes for their review and approval. Upon a motion by COD Underhill, duly seconded by COD Haliday, the Board unanimously approved the October 30, 2025 Minutes as presented.</b>	<p><b>MOTION: To approve the November , 2025 Minutes as presented</b></p> <p><b>MOTION: Wendy Underhill</b></p> <p><b>SECOND: Lance Haliday</b></p> <p><b>ROLL CALL VOTE: Pamela Cook – Aye Paul McGovern – Aye Yvette Rodriquez – Aye Shelley Lehman- Aye Deborah Hoerner-Aye Lance Haliday- Aye Wendy Underhill-Aye</b></p> <p><b>MOTION APPROVED (7/0)</b></p>
<b>Public Comment:</b>	<p><b>Diahna De LaVara is present and interested in becoming a COD member.</b></p> <p><b>Diahna spoke on her special education and public health experience. Diahna also has a student attending YES.</b></p> <p><b>Doris, former employee and grandmother of a student at YES present and spoke on her frustrations with bullying and her granddaughter being “jumped.” Doris said she is “going to YCOE to make a formal complaint.” Doris said she loves the school but would like to see more supervision in between classes.</b></p>	<b>Pam Cook thanked her for coming and letting the COD know, and acknowledged her frustrations.</b>
<b>Agenda items:</b>		

<p><b>A. Additions to the agenda and approval of the November 20th minutes</b></p>	<p><b>COD President Cook directed COD members to the November 20th , 2025, minutes for their addition to the Agenda, review and approval. Upon a motion by COD Underhill, duly seconded by COD Rodriquez, the Board unanimously approved the November 20, 2025 Minutes as presented.</b></p>	<p><b>ACTION AND INFORMATION</b></p> <p><b>MOTION: To approve the November 20, 2025 Minutes as presented</b></p> <p><b>MOTION: Wendy Underhill</b></p> <p><b>SECOND: Yvette Rodriquez</b></p> <p><b>ROLL CALL VOTE: Pamela Cook – Aye Paul McGovern – Aye Yvette Rodriquez – Aye Wendy Underhill-Aye Lance Haliday, Deborah Hoerner-Aye, Shelley Lehman– Aye MOTION APPROVED (7/0)</b></p>
<p><b>B.. Teacher Representative addressed the COD</b></p>	<p><b>Lance Haliday shared two items</b></p> <ol style="list-style-type: none"> <li><b>1. Need for more SPED staff</b></li> <li><b>2. Leeta Ballester would like more dedicated spaces at YES for PE and Art. Pam cook President suggested that the Facilities Committee could discuss this further for ideas. Louise is aware of these needs.</b></li> </ol>	<p><b>INFORMATION ONLY</b></p>
<p><b>C. Susan Leftowitz will present the audit and unaudited actuals and the COD will vote on approval</b></p>	<p><b>Susan presented the audit and unaudited actuals stating in every area but one we are in compliance and on track. Numbers are based on enrollment of 200 students. State and Federal funding went up. Surplus is on track. Some funding is expiring.</b></p> <p><b>Paul M. spoke on why enrollment may be down from 200 to 192 with families moving and going to other schools. Paul is working with and having the office staff keep a record of why students have been disenrolling to track and make future outreach for enrollment.</b></p> <p><b>Susan spoke on two findings of unvaccinated TK children and shared that YES has to repay the money collection through ADA in the amount of \$21,062.</b></p> <p><b>Debbie Campbell spoke on a corrective action plan and what YES is doing to make sure this doesn't happen again and only going through CAIR network ( State online Portal for vaccinations) Continued outreach for parents in the beginning of the year and at winter break. IEP students are exempt from having to be vaccinated under umbrella law.</b></p>	<p><b>ACTION &amp; INFORMATION</b></p> <p><b>MOTION: Paul M. made a motion to approve audit</b></p> <p><b>SECONDED: Deborah Hoerner</b></p> <p><b>Paul M. made a motion to approve unaudited actuals.</b></p> <p><b>Lance H. seconded</b></p> <p><b>Roll call vote: Pamela Cook – Aye Paul McGovern – Aye Wendy Underhill – Aye Yvette Rodriquez – Aye, Shelley Lehman- Aye Lance Haliday – Aye Deborah Hoerner-Aye</b></p> <p><b>MOTION APPROVED (7/0)</b></p>
<p><b>D. COD will consider for approval developing a MOU between YES and</b></p>	<p><b>Louise Miller spoke on YFACA and who they are and the community garden YES allows them to have on YES property and the concerns</b></p>	<p><b>ACTION AND INFORMATION</b></p>

YFAAC	<p>about the well and water.  Wendy Underhill . was concerned with the water system and spoke to YES Farmer Nick and other contacts for options on upgrading YES water systems.  Debbie C to speak with someone from the YCOE and Yuba Water Agency.  Louise spoke on YES foundation and possible funding assistance for YFACA</p>	<p><b>MOTION:</b> .Wendy Underhill made a motion to approve YM&amp; C to develop a MOU between YES and YFACA that will require their own water source and not using YES water, insurance for liability and to be finalized by March 1st.</p> <p><b>Seconded:</b> Yvette Rodriquez</p> <p><b>All in favor ( 7/0)</b></p>
E.. COD will consider	<p>The COD discussed the on qualifications of potential COD candidate Diahna De La Vara.;</p>	<p><b>MOTION:</b> To approve the addition of Diahna De LaVara to the YES Charter COD as presented</p> <p><b>MOTION:</b> Deborah Hoerner</p> <p><b>SECOND:</b> Wendy Underhill</p> <p><b>ROLL CALL VOTE:</b> Pamela Cook – Aye Paul McGovern – Aye Wendy Underhill – Aye Yvette Rodriquez – Aye, Shelley Lehman- Aye Lance Haliday – Aye Deborah Hoerner Aye</p> <p><b>MOTION APPROVED (7/0)</b></p>
Committee Information:	<p>No formal meetings scheduled for December. Road Map meeting in place.</p> <p>1. Safety/Facilities/Transportation- Wendy Underhill voiced concern over the well and water system and if it would be sufficient for High School. Discussion on having enough power through solar and/or PG&amp; E for High School. Discussion on possible grant writing assistance from YCOE. Yuba Water Agency Kitchen update: Cement poured, actively looking for an experienced dry wall person (s) Pam Cook : our hope Amir/Babick will do a meet and greet with key staff who want to have input on design planning for High School Past Tuesday inspection? Electric bus down again. A-Z coming next week to work on it.</p> <p>2. Academic- No update and no changes. Instruction Partners completed the first cycle with TK-2nd grade and gave feedback.</p> <p>3. Bullying - Yvette Rodriquez hasn't had a meeting in two months and no other members have shown up. Louise Miller suggested a</p>	<p><b>ACTION AND INFORMATION</b></p>

	<p><b>Kindness Challenge for teachers to implement and asked Yvette Rodriquez to look into. Louise Miller spoke on all the things YES is doing for prevention and spoke on track behaviors through Powerschool and entering minor and major behaviors, Family Liaison efforts in the classroom with Restorative Justice, Siobhan Searle counselor works with students and families. Louise Miller spoke on building resilience and self regulation needed for students and has secured YCOE counselor for after Christmas break. Pam Cook would like re-entry after suspensions to be looked at implementing or mandating parents to sit with their children.</b></p> <p><b>4. Finance - Paul McGovern spoke on increasing enrollment as it is at 193 this month. Encouraged COD to work with the Outreach committee and Parent Club to recruit.</b></p> <p><b>5. Outreach- Louise Miller spoke on the proposed calendar for this year and next with the Earth Art exhibit in Marysville pictures and offsetting cost by selling calendars for\$3 each. Asked COD for opinion and buy in for \$500 to purchase out of the Principal budget. Discussion on enrollment and what has been done in the past to increase enrollment. Update on recent tours and push for scheduling more tours. Deborah Hoerner asked about getting newer signage by Willow Glenn on the road as the signs are looking worn out. Debbie Campbell spoke on the cost and wanting to be fiscally conservative.</b></p> <p><b>Winter Program flyers and shared on Parent Square and Social media - half sheets were sent out to parents. Pam Cook encouraged COD to attend. Pam Cook attended career day and was impressed with student speaking.</b></p> <p><b>6. Wellness- Submitted two food grants and received them. Louise Miller spoke on what has been drawing families to YES ie., natural foods, green house, garden, orchard</b></p>	
<b>Adjournment</b>	<p><b>There being no further business for discussion, the meeting was adjourned.</b></p> <p><b>Upon a motion by COD President Cook, duly seconded by COD Underhill, the Board unanimously adjourned the December 11, 2025, YES Charter COD Meeting at 5:23pm</b></p>	<p><b>MOTION: To adjourn at 5:23 pm</b></p> <p><b>MOTION: Pamela Cook</b></p> <p><b>SECOND: Wendy Underhill</b></p> <p><b>MOTION APPROVED (6/0)</b></p>



## Policy 5113: Absences And Excuses

Status: DRAFT

Original Adopted Date: | Last Revised Date: 06/09/01/20242025 |

Last Reviewed Date: 9/01/20242025

The Governing Council of Directors believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

In accordance with law, Board policy, and administrative regulation, absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons as specified in Education Code 48205, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.

When a student's absence from school is excused, the student's teacher shall determine identical or reasonably equivalent assignments and tests to those missed during the absence which the student shall be permitted to complete for full credit within a reasonable amount of time as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

~~Inasmuch as~~ **Because** school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

CSBA NOTE: Pursuant to Education Code 46010.1 and the California Supreme Court in American Academy of Pediatrics et al v. Lungren et al., minor students do not need parent/guardian consent to obtain confidential medical services, and schools are authorized to excuse a student from school to obtain such services.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

### Policy Reference UPDATE Service

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### 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 Governing board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

## State

5 CCR 306

5 CCR 420-424

Ed. Code 1740

Ed. Code 37201

Ed. Code 37223

Ed. Code 41601

Ed. Code 42238-42250 ~~42252~~.1

Ed. Code 46000

## Description

Explanation of absence

Record of verification of absence due to illness and other causes

Employment of personnel to supervise attendance

School month

Weekend classes

Reports of average daily attendance

Apportionments

Attendance records

Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/ <del>Guardian</del> <u>guardian</u> notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 601-601.5	Habitually truant minors
Management Resources	Description
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 244 (1983)
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 168 (2004)
Court Decision	American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
<u>U.S. Department of Education Publication</u>	<u>Action Planner for Reengaging Students to Support Everyday Attendance, May 2024</u> ( <a href="https://www.ed.gov/sites/ed/files/2024/05/Action-Planner-for-Reengaging-Students-to-Support-Everyday-Attendance.-FINAL.pdf">https://www.ed.gov/sites/ed/files/2024/05/Action-Planner-for-Reengaging-Students-to-Support-Everyday-Attendance.-FINAL.pdf</a> )

Institute for Education Sciences  
Publication

Website

Website

Website

Website

Resources for Supporting Student Engagement and  
Attendance, April 2024 ([https://ies.ed.gov/learn/blog/ies-  
resources-supporting-student-engagement-and-attendance](https://ies.ed.gov/learn/blog/ies-resources-supporting-student-engagement-and-attendance))

CSBA District and County Office of Education Legal Services

CSBA

U.S. Department of Education, Office of Elementary and  
Secondary Education ([https://www.ed.gov/about/ed-  
offices/oese](https://www.ed.gov/about/ed-offices/oese))

Institute for Education Sciences (<https://ies.ed.gov/>)



## Regulation 5113: Absences And Excuses

Status: Draft

Original Adopted Date: | Last Revised Date: 06/09/01/2024/2025 | Last Reviewed Date: 06/09/01/2024/2025

### Excused Absences

CSBA NOTE: Items #1-18 below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing compulsory state attendance laws. Pursuant to Education Code 48205, absences specified in Items #1-14 and #18, although excused for purposes of enforcing compulsory state attendance laws, are considered absences in computing average daily attendance and do not generate state apportionment payments.

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following ~~reasons~~purposes:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)
4. Attendance at funeral services for or grieving the death of a member of the student's immediate family or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family (Education Code 48205)  
A student may be excused for this reason for up to five days for each incident. (Education Code 48205)
5. Jury duty in the manner provided for by law (Education Code 48205)

CSBA NOTE: Pursuant to Education Code 48205, absence due to the illness or medical appointment of a student's child is counted as an excused absence, and the district is prohibited from requiring a physician's note for such absences. See ~~the section~~ "Method of Verification" below.

6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Attendance or appearance in court

- b. Attendance at a funeral service
  - c. Observance of a religious holiday or ceremony
  - d. Attendance at religious retreats for no more than one school day each semester
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

CSBA NOTE: Education Code 48205, as amended by AB 1884 (Ch. 919, Statutes of 2024), removes the requirement that the deployment of an immediate family member be to a combat zone or combat support position. This allows for an excused absence when a student spends time with any deployed immediate family member who is an active duty member of the uniformed service.

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment ~~to a combat zone or a combat support position~~ or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence (Education Code 48205)

Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence each school year (Education Code 48205)

~~CSBA NOTE: Pursuant to Education Code 48205, as amended by SB 350, a student's absence is required to be excused for up to three days when the absence is for the purpose of accessing victim or grief support services or for participating in safety planning as it relates to the death of a student's immediate family member, or of another person in close association with the student, as specified in Item #13 below.~~

13. When a student's immediate family member or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family has died: (Education Code 48205)

- a. To access services from a victim services organization or agency
- b. To access grief support services
- c. To participate in safety planning or take other actions, including, but not limited to, temporary or permanent relocation, to increase the safety of the student, an immediate family member of the student, or a person determined by the student's parent/guardian to be in such close association with the student as to be considered immediate family.

Such absence shall be excused for not more than three days for each incident.  
(Education Code 48205)

CSBA NOTE: Education Code 48205, as amended by SB 1138 (Ch. 925, Statutes of 2024), requires a student to be excused from school when the absence is due to a student's participation in military entrance processing.

14. For a student's participation in military entrance processing

CSBA NOTE: Pursuant to Education Code 46014, with the written consent of the student's parent/guardian, districts may excuse a student from school in order to participate in religious exercises or instruction.

In order for the district to receive average daily attendance funding for such absences, the Board is required to first adopt a resolution permitting an excused absence for this purpose and regulations governing students' attendance at religious exercises or instruction and the reporting of such absences. These regulations should include all of the information from Item #15 below and may be expanded to reflect district practice.

Additionally, the student is required to attend school for at least the minimum school day and not be absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.

15. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in Administrative Regulation 6112 - School Day, and is not excused from school for this purpose on more than four days each school month.  
(Education Code 46014)



16. For a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days, work in such industry (Education Code 48225.5)

For this purpose, student absence shall be excused for a maximum of up to five absences each school year. (Education Code 48225.5)"

17. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences each school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

18. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, sibling, grandparent, or any other relative living in the student's household. (Education Code 48205)

## Method of Verification

CSBA NOTE: Education Code 48205 prohibits the district from requiring a physician's note for absences due to the illness or medical appointment of the student's child. However, the district is authorized to require verification of other absences. The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.

5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or attendance at a funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification.

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The Any of the following methods may be used to verify student absences:

1. Written, digital, or audio message from parent/guardian or parent representative

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative

The employee shall subsequently record the following:

- a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated

The employee shall document the verification and include the information specified in Item #2 above.

4. Physician's verification

CSBA NOTE: The following optional paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment

CSBA NOTE: The following optional paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify the illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences

### Parent/Guardian and Student Notifications

At the beginning of each school year, the Superintendent or designee shall:

CSBA NOTE: The requirement in Item #1 below is for use by any district whose board has adopted a resolution permitting an excused absence for religious instruction or exercises. See the accompanying Board policy and ~~Item #14 in the section~~ [Item #15 in](#) "Excused Absences" above.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

CSBA NOTE: The requirement in Item #2 applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12.

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (Education Code 48980)

Such notice shall include the full text of Education Code 48205. (Education Code 48980)

#### Policy Reference UPDATE Service

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#### 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 Governing board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 306	<u>Explanation of absence</u>
5 CCR 420-424	<u>Record of verification of absence due to illness and other causes</u>
Ed. Code 1740	<u>Employment of personnel to supervise attendance</u>
Ed. Code 37201	<u>School month</u>
Ed. Code 37223	<u>Weekend classes</u>
Ed. Code 41601	<u>Reports of average daily attendance</u>
Ed. Code 42238- <del>42250</del> <a href="#">42252.1</a>	<u>Apportionments</u>
Ed. Code 46000	<u>Attendance records</u>
Ed. Code 46010-46015	<u>Absences</u>
Ed. Code 46110-46120	<u>Attendance in kindergarten and elementary schools</u>

Ed. Code 46140-46148

Attendance in junior high and high schools

Ed. Code 48200-48208

Children ages 6-18; compulsory full-time attendance

Ed. Code 48210-48216

Exclusions from attendance

Ed. Code 48225.5

Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization

Ed. Code 48240-48246

Supervisors of attendance

Ed. Code 48260-48273

Truants

Ed. Code 48292

Filing complaint against parent

Ed. Code 48320-48324

School attendance review boards

Ed. Code 48340-48341

Improvement of student attendance

Ed. Code 48980

Parent/~~Guardian~~guardian notifications

Ed. Code 49067

Unexcused absences as cause of failing grade

Ed. Code 49701

Provisions of the Interstate Compact on Educational Opportunities for Military Children

Elec. Code 12302

Student participation on precinct boards

Fam. Code 6920-6930

Consent by minor for medical treatment

W&I Code 11253.5

Compulsory school attendance; eligibility for aid

W&I Code 601-601.5

Habitually truant minors

## Management Resources

Attorney General Opinion

66 Ops.Cal.Atty.Gen. 244 (1983)

Attorney General Opinion

87 Ops.Cal.Atty.Gen. 168 (2004)

Court Decision

American Academy of Pediatrics et al v. Lungren et al (1997)  
16 Cal.4th 307

CSBA Publication

Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024

[U.S. Department of Education Publication](#)

[Action Planner for Reengaging Students to Support Everyday Attendance, May 2024](#)  
(<https://www.ed.gov/sites/ed/files/2024/05/Action-Planner-for-Reengaging-Students-to-Support-Everyday-Attendance.-FINAL.pdf>)

[Institute for Education Sciences Publication](#)

[Resources for Supporting Student Engagement and Attendance, April 2024](#) (<https://ies.ed.gov/learn/blog/ies-resources-supporting-student-engagement-and-attendance>)

Website  
Services

CSBA District and County Office of Education Legal

Website

CSBA

Website

U.S. Department of Education, Office of  
Elementary and Secondary Education  
(<https://www.ed.gov/about/ed-offices/oese>)

Website  
(<https://ies.ed.gov/>)

Institute for Education Sciences

Committee Name:

Academic Committee

Committee Chair:

Paul McGovern

Date:

January 16, 2026

Time:

1:30-3:00

Members Present:

0000Seraphim Blount, Samira Jahani, Connie Murtaugh, Louise Miller

Topics Discussed:

- CAASPP
- Tutoring
- Gifted and Talented Education (GATE) program

Recommendations (Not action items)

The committee agreed to continue exploring the formation of a GATE (gifted and talented) program at YES.

Committee Name: Antibullying

Committee Chair: Yvette

Date: 01/14/26

Time: 1:30

Members present:

Yvette  
Justin

Topics discussed

- Creating a great kindness challenge
- 
- 
- 
- 

Recommendations (These are not actions items)

Ask students to play (Bingo) Kindness  
Scavenger hunt (Kindness)  
make a Kindness chain

Action Item (This is an action item)

Action items that require a purchase or fee must be accompanied by an estimate, work order, or invoice.



# Attendance Recovery

“How it benefits the entire school”



1. Education everyone on Attendance Recovery Programming



1. Show how Attendance is one of the most important considerations for our school to increase Academic Achievement

1. How increased attendance will improve academic performance, ADA and overall school climate



Did you know that missing 10% or more of school which is roughly 18 days a year or two day per month is considered chronic absenteeism?

This also includes excused and unexcused absences including suspensions

**What percentage of YES  
Students do you believe are  
chronically absent?**

**10%**

**35%**

**50%**



Well if you said 35%  
you are correct!!

70 students have 8+ absences for an/all reason since the start of school \*\*Powerschool data



What do we think is the  
#1 cause of low Academic  
Achievement?



**Chronic Absenteeism!**

PRIMARY cause of LOW ACADEMIC  
ACHIEVEMENT &  
the leading predictor of H.S. Drop out!

\*\*California Department of Education, Attendance Works, CSBA\*\*



# What programs has YES already implemented?

ELOP, Tutoring, Attendance Recovery, SPARRK assemblies

**Attendance Recovery** is an structured educational opportunity that can happen July 1st April 15th

We currently use one hour after school for homework and structured educational time

YES can have longer educational instruction on Friday early out days, holidays or interim time during the year and summer time.

Compliance requirement says we must have one credentialed staff per 20 students, educational lessons, and/or tutoring and paperwork showing all requirements and sample lesson plans with pulled samples from students for audits

**ELOP** - After school program and summer programming that includes structured educational time and unstructured free time

**ELOP** has compliance measures with staff ratios but doesn't require credentialed staff.

**Short term independent study** - created for medical or mental health consecutive absences and best to work with teacher to make up work.

Packets are used in conjunction with make up work here at YES Elementary -packets upper grades make up work

**Home School "Long Term Independent Study"** - we are currently implementing

# What more can we do?

We can follow the advice from the experts. CDE/CSBA/CharterSafe

The CDE guides us to develop best practices through our Policy & Procedures

What are some best  
practices?

- Review our current Policy and Procedures that address chronic absenteeism
- Create a Student Attendance Review Team
- Follow the SARB manual criteria
- Integrate Restorative Justice Practices in/out of the classroom
- Implement more Student Success Team meetings with Attendance contracts
- Provide attendance incentives and implement strategies to encourage attendance ( these are provided by experts and the CDE)
- Utilize Attendance Works programming available free online to promote attendance
- Provide resource, referrals and non punitive measure and practices
- Implement more Attendance Recovery opportunities!!

# What is needed to begin more programming?

Conduct a needs assessment to determine capacity

Allow for program management and coordination

Create the Attendance team and meet consistently

Train staff on necessary components, steps and compliance requirements

Create programming for the entire year ahead of time with regular evaluation

# The Bottom Line when it comes to ADA

- ADA is generated directly through attendance and any attendance recovery programming
- ADA can only be recouped if auditor findings say we are in compliance with all requirements
- Chronic Absenteeism directly determines ADA; and ultimately academic achievement which directly impacts our test scores and school ratings on the CA Dashboard

## Did I meet my goals?

Did you learn something new on what YES is currently doing and what we could be doing?

Did you now believe that Attendance is one of the most important considerations for our school?

Do you believe that implement these practices will improve academic performance, ADA and overall school climate?





I appreciate the opportunity and welcome any questions or comments you may have

# Resources

The U.S. Department of Education's, "Action Planner for Reengaging Students to Support Everyday Attendance."

and the Institute of Education Sciences', "Resources for Supporting Student Engagement and Attendance."

- Chronic Absence and Truancy and CSBA's governance brief, "Seize the Data: Using Chronic Absence Data to Drive Student Engagement"


**CERTIFICATION OF CORRECTIVE ACTION**  
**Resolution of 2024–25 Audit Findings**

January 13, 2026

Charter School: Yuba Environmental Science Charter Academy (0990)

Authorizing Entity: Yuba County Office of Education (58-10587)

County: Yuba

Charter School Administrator or Designee's Signature:   
(The Charter School Administrator certifies that all corrective action(s) specified on the attached page(s) have been implemented and assures that the corrective procedures will be used in ensuing years.)

Contact Person: Louise Miller E-mail Address: lmiller@yescharteracademy.org  
Phone Number: 530-692-2210 Fax Number: 530-692-3241

**INSTRUCTIONS**

On a separate sheet, please describe the specific corrective action which has been taken for each audit finding identified on the enclosed Management Decision List and provide any requested documentation. Be certain that your responses are clear and concise. You will need to provide all documentation that confirms specific actions resolving the problem, i.e., copies of amended reports, certification number of the amended P-2 or Annual Reports of Attendance, revised procedures, corrective action plans, etc.

Please sign and date this Certification of Corrective Action form and submit the certification form, response, and corresponding documentation to:

Audit Resolution Office  
School Fiscal Services Division  
California Department of Education  
Email: [leaaudits@cde.ca.gov](mailto:leaaudits@cde.ca.gov) or  
FAX: 916-327-6157

Your response must be submitted **within three weeks of the date of this letter.**

If the Charter School Administrator or mailing address shown in our letter is incorrect, please report any updated information on our web page at  
<https://www3.cde.ca.gov/opuscads/default.aspx>.

2024-25 AUDIT - FINDING CORRECTIVE ACTION FORM

DISTRICT NAME: Yuba Environmental Science Charter Academy\_\_\_\_\_

FINDING CATEGORY: Immunizations\_\_\_\_\_

FINDING: 2 TK students not fully vaccinated\_\_

PAGE: \_\_30\_\_

---

**Describe below specific corrective action used in resolving the audit finding:**

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. Please include a copy of any documentation that evidences the corrective action(s) or plan(s) of action: i.e. copies of amended reports, corrective action plans, written procedures, agendas and staff in-services, etc.

**Attach all pertinent documentation.**

**No. of attachments to this finding:** 1

---

  
Superintendent/Principal

1/20/24  
Date

Due to our audit findings for 2 TK students missing vaccinations, we are taking the following steps.

Staff training on using the CAIR network and only accepting records from the CAIR portal.

Not allowing any student that is out of compliance on the CAIR network to start school until they are in compliance.

We are making adjustments in the PADC Web Application to correct the ADA when it opens for the year.

2024-25 CERTIFICATION OF CORRECTIVE ACTION FORM  
AUDIT FINDINGS AND RECOMMENDATIONS

DISTRICT NAME: Yuba Environmental Science Charter Academy\_\_\_\_\_

Certification of corrective Action is hereby filed by the governing board of the school district.

\_\_\_\_\_  
Signature of Clerk/Secretary of the Governing Board

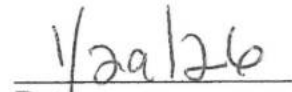
\_\_\_\_\_  
Date of Meeting

Certification of Corrective Action.

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the district's Governing Board and assures that corrective procedures have been implemented and will be used in ensuing years.



\_\_\_\_\_  
Signature of District Superintendent

  
\_\_\_\_\_  
Date

Forward this Certification of Corrective Action form, together with each Audit Finding Corrective Action form and corresponding documentation by March 15, 2026 to:  
Yuba County Office of Education  
Veronica Merenda, Director of Fiscal Services  
935 14 Th Street, Marysville, CA 95901  
veronica.merenda@yubacoe.k12.ca.us



1/14/26

Attention: Audit Resolution Office

Due to our audit findings for 2 TK students missing vaccinations, we are taking the following steps.

Staff training on using the CAIR network and only accepting records from the CAIR portal.

Not allowing any student that is out of compliance on the CAIR network to start school until they are in compliance.

We are making adjustments in the PADC Web Application to correct the ADA when it opens for the year.

Thank you

A handwritten signature in blue ink, appearing to read "Louise Miller", is written over a horizontal line.

Louise Miller  
Principal/Superintendent

9841 Texas Hill Road/P.O. Box 430  
Oregon House, CA 95962-0430  
Phone 530-692-2210 Fax 530-692-3241

Caspi Cinematics

PO Box 1121

Oregon House, CA 95962

(530) 574 - 6102

[michael@caspicinematics.com](mailto:michael@caspicinematics.com)

Estimate submitted on 01.22.26

Invoice for Payable to

YES Charter Academy -

Invoice # Project

- YES Social Media

Description Total price

Create YES Charter social media reels for Instagram and Facebook using materials received from Margaret (clip length 10-30 seconds).

Implement captions and music.

\$100 per reel

Also discussed with Margaret and Jessica: I would be open to the possibility of an instructional day/s with interested YES students on how to capture this social media content themselves. Under Margaret's supervision and mine, YES students could eventually be responsible for capturing materials during class themselves (and perhaps at some point, editing too). With the presence of social media nowadays, I believe this could be a great way to foster student learning in the media arts, as well as to help them share their school pride in a meaningful and relatable way.

TBD

Notes: Subtotal -



## Policy 5141.4: Child Abuse Prevention And Reporting

Status: DRAFT

Original Adopted Date: | Last Revised Date: ~~06/09/01/2021~~2025 | Last Reviewed Date: ~~06/09/01/2021~~2025

CSBA NOTE: The following optional policy may be revised to reflect district practice.

Pursuant to Education Code 44691, as amended by AB 1913 (Ch. 814, Statutes of 2024), the California Department of Education (CDE) is required to develop and disseminate information to all districts regarding the prevention, detection, and reporting of child abuse, including sexual abuse of children on district property, by district staff, or in district-sponsored programs. Education Code 44691 also requires CDE to provide guidance on the responsibilities of mandated reporters. See CDE's website for information and resources.

SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, U.S. Department of Education, U.S. Department of Justice, and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about how to prevent, identify, and respond to child exploitation.

The Governing (**Council of Directors**) is committed to supporting the safety and well-being of district (**YES Charter Academy**) students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

### Child Abuse Prevention

(**YES Charter Academy**) instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.



Superintendent of Public Instruction to consider addressing these issues in the next revision of the state health education content standards and curriculum framework.

CSBA NOTE: Education Code 51900.6 authorizes districts to provide age-appropriate instruction in sexual abuse and sexual assault awareness and prevention in grades kindergarten-12, provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians.

Pursuant to Education Code 33546.2, as added by AB 2932 (Ch. 118, Statutes of 2024), the Instructional Quality Commission is required to consider incorporating into the health curriculum framework, content on sextortion, which means a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.

The district's program also may include age-appropriate ~~curriculum~~ instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

CSBA NOTE: Pursuant to Education Code 33133.5, posters notifying students of the appropriate telephone number to call to report child abuse or neglect are available on the California Department of Education's web site CDE's website in five languages. Education Code 33133.5 encourages districts to post the appropriate ~~version or versions~~ version(s) of the poster in an area of the school where students frequently congregate.

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

CSBA NOTE: The following paragraph is for use by districts that serve students in grades 7-12. Education Code 215.5 requires districts that issue or reissue student identification cards to have the telephone number of the National Domestic Violence Hotline (1-800-799-7233) and other specified information printed on either side of student identification cards. For additional information required to be printed on student identification cards, see BP 5142 – Safety.

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

## Child Abuse Reporting

CSBA NOTE: The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report; see the accompanying administrative regulation.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

CSBA NOTE: Education Code 44252 requires that teachers applying to the Commission on Teacher Credentialing for a new credential or a renewal of their credential read and sign a statement that they understand the duties imposed on them as mandated reporters pursuant to Penal Code 11164-11174.3.

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

CSBA NOTE: Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees regarding the duties of mandated reporters; see the accompanying administrative regulation. However, pursuant to Penal Code 11165.7, a lack of training does not excuse any mandated reporter from the duty to report suspected child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

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#### **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 Governing board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

[Ed. Code 33546.2](#)

[Pen. Code 311-312.7](#)

[Pen. Code 801.8](#)

W&I Code 15630-15637

[W&I Code 16509.1](#)

[Health framework for California public schools; sextortion](#)

[Obscene matter](#)

[Failure to report an incident known or reasonably suspected by a mandated reporter to be sexual assault, child abuse, or severe neglect](#)

Dependent adult abuse reporting

[Treatment of children by spiritual means through prayer; neglect](#)

#### Federal

42 USC 11434a

[Website](#)

#### Description

McKinney-Vento Homeless Assistance Act; definitions

[SchoolSafety.gov, Child Exploitation](#)

## Regulation 5141.4: Child Abuse Prevention And Reporting

Status: DRAFT

Original Adopted Date: | Last Revised Date: ~~06~~09/01/2021~~2025~~ | Last Revi Date: ewed  
0609/01/2021~~2025~~

### Definitions

*Child abuse or neglect* includes the following: (Penal Code 11165.5, 11165.6)

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice.

Pursuant to Education Code 44691, as amended by AB 1913 (Ch. 814, Statutes of 2024), the California Department of Education (CDE) is required to develop and disseminate information to all districts regarding the prevention, detection, and reporting of child abuse, including sexual abuse of children on district property, by district staff, or in district-sponsored programs. Education Code 44691 also requires CDE to provide guidance on the responsibilities of mandated reporters. See CDE's website for information and resources.

1. A physical injury or death inflicted by other than accidental means on a child by another person

CSBA NOTE: Pursuant to Penal Code 11165.1, "sexual exploitation" includes conduct involving matter depicting a minor engaged in obscene acts in violation of Penal Code 311.2 which, as amended by AB 1831 (Ch. 926, Statutes of 2024), was expanded to include matter that is digitally altered or generated by the use of artificial intelligence.]

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

*Child abuse or neglect* does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

CSBA NOTE: Education Code 44807 provides that physical control of a student under the conditions specified in item #3 below is not subject to criminal prosecution or penalties.

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

CSBA NOTE: The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.

Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidents of child abuse or neglect. For more information about requirements for volunteers, see BP/AR 1240 – Volunteer Assistance.

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

## Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report, the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

CSBA NOTE: Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in a professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, making a report is discretionary. Pursuant to Penal Code 801.8, prosecution for the failure of a mandated reporter to report an incident under Penal Code 11166 known or reasonably suspected by the mandated reporter to be sexual assault, may be filed at any time within five years from the date of occurrence of such offense. Additionally, pursuant to Penal Code 801.8, prosecution for the failure of a mandated reporter to report an incident under Penal Code 11166 known or reasonably suspected by the mandated reporter to be child abuse or severe neglect may be filed within one year of the discovery of the offense, but in no case later than four years after the commission of the offense.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

CSBA NOTE: Pursuant to Penal Code 152.3, it is a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288 where the victim is under age 14 years of age. Persons who fail to report such offenses may be subject to a fine and/or imprisonment.

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age ~~14~~ shall notify a peace officer. (Penal Code 152.3; ~~288~~)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

## Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another

person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

CSBA NOTE: Penal Code 11166.01 provides that it is a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

## Reporting Procedures

### 1. Initial Telephone Report

CSBA NOTE: Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency must accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction.

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a ~~school~~ district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

CSBA NOTE: It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area to whom reports should be made.

Such reports shall be made to the following agency(ies):

C

(name of appropriate agency)

(address)

(phone number)

When the initial telephone report is made, the mandated reporter shall note the name of the

official contacted, the date and time contacted, and any instructions or advice received.

## 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

CSBA NOTE: Pursuant to Penal Code 11168, the California Department of Justice (DOJ) form shall which is available on DOJ's website, is required to be distributed by the police department, sheriff's department, county probation department, or county welfare department, as appropriate. It may also be made available at the district office or school site.

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

CSBA NOTE: Penal Code 11167 requires the mandated reporter's name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

CSBA NOTE: Item #3 below is optional and may be revised to reflect district practice. Pursuant to Penal Code 11166, ~~school~~ districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures must not inhibit or impede immediate and direct reporting by employees to appropriate agencies, direct an employee to allow the employee's supervisor to file or process a mandated report under any circumstances, or require any employee to disclose the employee's identity to the employer.

### 3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

## Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

CSBA NOTE: Education Code 44691 requires school districts to use the online training module provided by the California Department of Social Services (CDSS), available on the CDSS ~~web site~~ [website](#). However, if the online training module is not used, the Superintendent or designee is required to report to CDE regarding the training being used in its place.

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. **Additionally**, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)



CSBA NOTE: Pursuant to Education Code 44691, as amended by AB 1913, districts are required to provide annual training the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs.

In addition, the Superintendent or designee shall provide annual training the prevention of a abuse, including sexual abuse, children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

CSBA NOTE: Education Code 44691 requires districts to develop a process by which all persons required to receive training provide proof of receiving the training, such as the use of a sign-in sheet or submission of a certificate of completion. The following paragraph may be revised to reflect district practice.

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

## Victim Interviews by Social Services

CSBA NOTE: Penal Code 11174.3 authorizes a representative from CDSS or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, there is no clear guidance regarding the procedures to be followed if a social worker is accompanied by law enforcement. It is recommended that districts with questions about student interviews during school hours consult CSBA's District and County Office of Education Legal Services or district legal counsel as necessary.

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.-
3. The selected person shall not discuss the facts or circumstances of the case with the child. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

## Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

## Parent/Guardian Complaints

CSBA NOTE: Education Code 48987 requires the district, upon request, to disseminate guidelines adopted by CDE advising parents/guardians of procedures for filing child abuse complaints. Such sample guidelines are available on CDE's web site.

Claims against the district for childhood sexual assault are governed by the timelines and procedures specified in Code of Civil Procedure 340.1; see AR 3320 - Claims and Actions Against the District.

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring ~~at a school site~~ on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at ~~a school site~~ on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

## Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district ~~also~~ shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

CSBA NOTE: The remainder of this section is optional and should be deleted by districts that do not provide these additional notifications.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect

shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. [\(Penal Code 11172\)](#)

       Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

**Policy Reference UPDATE Service**

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**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 Governing board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State****Description**

5 CCR 3200-3205	Special education compliance complaints
Code of Civil Procedure 340.1	Damages suffered as result of childhood sexual abuse
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33133.5	Posters of telephone number for students to report child abuse or neglect
Ed. Code 33195	Heritage schools; mandated reporters
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
<a href="#">Ed. Code 33546.2</a>	<a href="#">Health framework for California public schools; sextortion</a>
Ed. Code 44252	Teacher credentialing
Ed. Code 44691	Staff development in the detection of child abuse and neglect
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48906	Notification when student released to peace officer
Ed. Code 48987	Dissemination of reporting guidelines to parents
Ed. Code 49001	Prohibition of corporal punishment
Ed. Code 51220.5	Parenting skills education
Ed. Code 51900.6	Sexual abuse and sexual assault awareness and prevention instruction
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 152.3	Duty to report murder, rape, or lewd or lascivious act
Pen. Code 273a	Willfully causing unjustifiable pain or mental suffering of child; endangering life or health
Pen. Code 286	Crime of sodomy
Pen. Code 288	Crime of oral copulation
Pen. Code 288	Definition of lewd or lascivious act requiring reporting
Pen. Code 289	Crime of sexual penetration
<a href="#">Pen. Code 311-312.7</a>	<a href="#">Obscene matter</a>

[Penal Code 801.8](#)

[Failure to report an incident known or reasonably suspected by a mandated reporter to be sexual assault, child abuse, or severe neglect](#)

W&I Code 15630-15637

Dependent adult abuse reporting

[W&I Code 16509.1](#)

[Treatment of children by spiritual means through prayer; neglect](#)

## Federal

## Description

42 USC 11434a

McKinney-Vento Homeless Assistance Act; definitions

## Management Resources

## Description

California Department of Education  
Publication

Health Education Framework for California Public Schools,  
Kindergarten Through Grade Twelve, May 2019

California Department of Education  
Publication

Health Education Content Standards for California Public  
Schools: Kindergarten Through Grade Twelve, 2008

Court Decision	Camreta v. Greene (2011) 131 S.Ct. 2020
CSBA Publication	Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019
Website Services	CSBA District and County Office of Education Legal
Website	California Department of Social Services, Information Resources Guide
Website	California Department of Education, Child Abuse Prevention Training and Resources
Website	U.S. Department of Health and Human Services, Child Welfare Information Gateway
Website	California Attorney General's Office, Suspected Child Abuse Report Form
<u>Website</u>	<u><a href="https://www.schoolsafety.gov/child-exploitation">SchoolSafety.gov, Child Exploitation (https://www.schoolsafety.gov/child-exploitation)</a></u>

# OUTREACH COMMITTEE MEETING MINUTES

Date: January 16, 2026, at 1:30 pm to 3 pm

Committee Chair: Deborah Hoerner

Members Attending: Jessica Koplos, Margaret Campbell, Allison Leininger, Michele Goldberg

Guests: Pam Cook

## ***TOPICS DISCUSSED:***

### Social Media Campaign to Increase Enrollment

1. Facebook, Messenger, Instagram, You Tube and TikTok can be used to increase high school enrollment. Engaging students and families on Social Media was agreed upon to also maintain enrollment. Michele updated the current spreadsheet of media press outlets.
2. There needs to be a Webmaster. The Back End and Front End need to be addressed. Responses on social media need to be responded to by someone having a good understanding of YES school culture.

### Fundraising Calendar

1. It was decided to create an 18-month calendar to be released at YES when Earth Day is celebrated in April, probably on the 25<sup>th</sup>. This will give more time for quotations to be matched with pictures on the Calendar. It was also suggested that the name Yuba Environmental Science Charter Academy be spelled out in full on the front cover on a picture of the Fox mural or other YES mascot picture.

### Roadmap Meeting Topics

1. It was agreed that Sports Facilities/Athletic Department is the item that most closely fits with the Outreach Committee. Lack of sports programs may lead to losing students and certainly deters students from enrolling. Among the many possibilities for sports that were discussed are: Table Tennis, Fencing, Archery and Frisbee Golf.



***DELEGATED TASKS:***

1. Jessica and Margaret will work on a proposal to the COD to hire someone to go through media already on file before posting on social media.
2. Allison will revise the calendar to an 18-month calendar and work with the Outreach Committee to select quotations to match pictures.
3. Jessica will determine if high school students can also work on Social Media projects such as testimonials.
4. Margaret will work with Nick on being able to utilize You Tube.

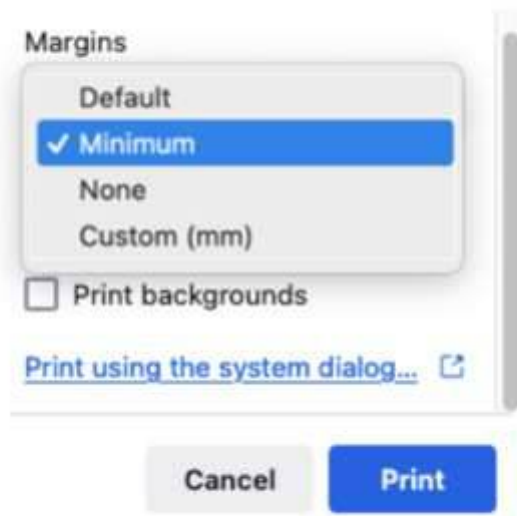
***RECOMMENDATIONS TO THE COD:***

To use social media to encourage student and family participation in YES as well as to foster a positive culture inside and outside of YES.

***ACTION ITEMS:***

See attached estimate from Michael Caspi.

To improve print quality for the report, first adjust the Margins in the Print Settings from Default to Minimum.



[Click here to close this instruction](#)

**Yuba Environmental Science Charter  
Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School  
Year**  
**California Department of Education**

**Address:** 9841 Texas Hill Rd.  
Oregon House, CA ,  
95962-0430

**Principal:** Louise Miller,  
Superintendent/Principal

**Phone:** (530) 692-2210

**Grade  
Span:** K-12

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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Louise Miller, Superintendent/Principal

📍 Principal, Yuba Environmental Science Charter Academy

### About Our School

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Louise Miller-Principal/Superintendent

### Contact

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Yuba Environmental Science Charter Academy  
9841 Texas Hill Rd.  
Oregon House, CA 95962-0430

Phone: [\(530\) 692-2210](tel:5306922210)

Email: [lmiller@yescharteracademy.org](mailto:lmiller@yescharteracademy.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

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

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Yuba Environmental Science Charter Academy
<b>Street</b>	9841 Texas Hill Rd.
<b>City, State, Zip</b>	Oregon House, CA , 95962-0430
<b>Phone Number</b>	(530) 692-2210
<b>Principal</b>	Louise Miller, Superintendent/Principal
<b>Email Address</b>	<a href="mailto:lmiller@yescharteracademy.org">lmiller@yescharteracademy.org</a>
<b>Website</b>	<a href="http://www.yescharteracademy.org">http://www.yescharteracademy.org</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	58105870117242

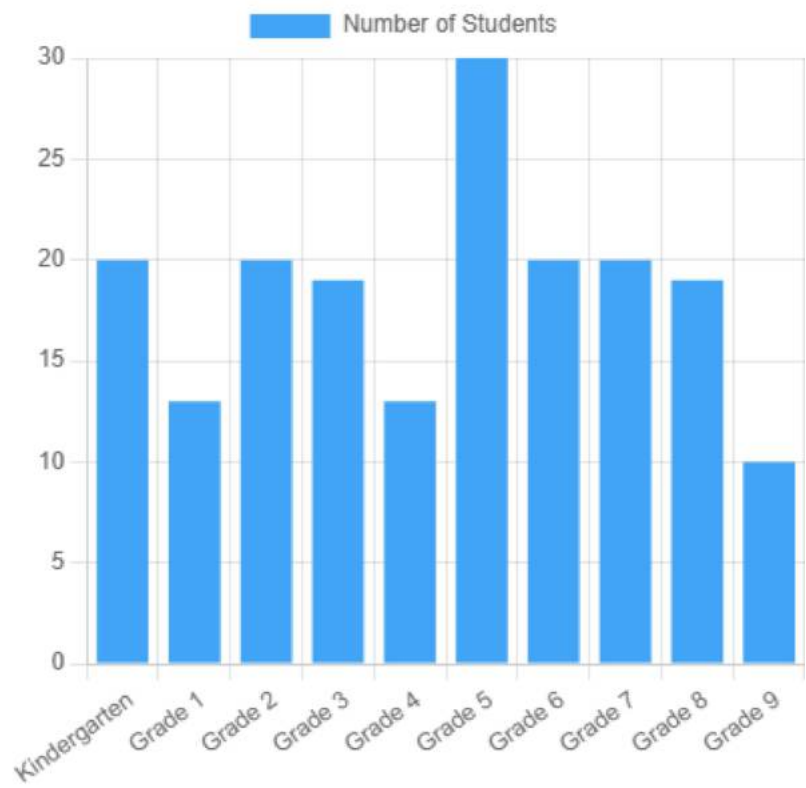
## School Description and Mission Statement (School Year 2025–26)

Mission: YES CHARTER ACADEMY educates K-9 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–9 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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	20
Grade 1	13
Grade 2	20
Grade 3	19
Grade 4	13
Grade 5	30
Grade 6	20
Grade 7	20
Grade 8	19
Grade 9	10
Total Enrollment	184



**Student Enrollment by Student Group (School Year 2024–25)**

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	47.80%	English Learners	1.10%
Male	52.20%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	2.20%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	75.00%
Black or African American	0.50%	Students with Disabilities	19.00%
Filipino	1.10%		
Hispanic or Latino	28.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	5.40%		
White	60.30%		

**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



### Teacher Preparation and Placement (School Year 2021–22)

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)	4.30	59.40%	16.30	36.50%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	40.60%	9.40	21.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	8.60	19.29%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.30	23.00%	15831.90	5.67%
Total Teaching Positions	7.30	100.00%	44.70	100.00%	279044.80	100.00%

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.

### Teacher Preparation and Placement (School Year 2022–23)

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)	3.30	36.06%	16.40	34.13%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	63.83%	16.50	34.38%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.30	15.15%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	7.80	16.31%	14303.80	5.15%
Total Teaching Positions	9.40	100.00%	48.20	100.00%	277698.00	100.00%

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.

### Teacher Preparation and Placement (School Year 2023–24)

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)	4.90	66.22%	16.60	35.53%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	13.51%	3.00	6.40%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	20.27%	9.20	19.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	8.90	19.15%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	9.00	19.19%	13705.80	4.91%
Total Teaching Positions	7.40	100.00%	46.80	100.00%	278927.10	100.00%

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.

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>	<b>2023– 24 Number</b>
Permits and Waivers	0.00	2	1.00
Misassignments	3.00	4	0.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.00	6	1.50

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

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

**Class Assignments**

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100%	75%	28.50%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

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	Savvas 24-25	0
Mathematics	_Instructional Partners Illustrative math___K-6, TK standards based curriculum_ ___IL Edgenuity math_7/10	0
Science	1-5__Amplify, 6-8 Green Ninja_ 9-10 ICEV Collaborative Advisors Standards based_ ___TK-K Standards based teacher created curriculum _____	0
History-Social Science	TK-8 Standards based Teacher created curriculum, 9th TCI History alive	0
Foreign Language	Imagine Learning Spanish_	0
Health	ICEV Collaborative Ed Advisors	0
Visual and Performing Arts	CTE Media arts	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## **School Facility Conditions and Planned Improvements**

The school is in good condition. We just added solar and an electric 3 head charging station and are expanding the kitchen.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<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>
English Language Arts / Literacy (grades 3-8 and 11)	23%	33%	22%	23%	47%	48%
Mathematics (grades 3-8 and 11)	23%	27%	12%	13%	35%	37%

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	124	120	96.77%	3.23%	33.33%
Female	53	52	98.11%	1.89%	36.54%
Male	71	68	95.77%	4.23%	30.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	44	43	97.73%	2.27%	25.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	41.67%
White	66	63	95.45%	4.55%	38.10%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	92	95.83%	4.17%	34.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	19.23%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	120	96.77%	3.23%	26.67%
Female	53	52	98.11%	1.89%	25.00%
Male	71	68	95.77%	4.23%	27.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45%	4.55%	23.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	16.67%
White	66	64	96.97%	3.03%	31.25%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	92	95.83%	4.17%	27.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	26.92%

Note: 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.

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.

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 Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<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>
Science (grades 5, 8, and high school)	26.83%	26.67%	--	6.90%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	45	91.84%	8.16%	26.67%
Female	22	21	95.45%	4.55%	28.57%
Male	27	24	88.89%	11.11%	25.00%
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	16	15	93.75%	6.25%	26.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	25	89.29%	10.71%	28.00%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	30	88.24%	11.76%	23.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
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.

**Career Technical Education (CTE) Programs (School Year 2024–25)**

Forestry and Natural Resources
Entrepenuership

**Career Technical Education (CTE) Participation (School Year 2024–25)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
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	--

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

**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

**California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

#### Opportunities for Parental Involvement (School Year 2025–26)

We invite parents to participate in different ways and at the 2 major events the school puts on. We also invite parents to monthly outreach meetings.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

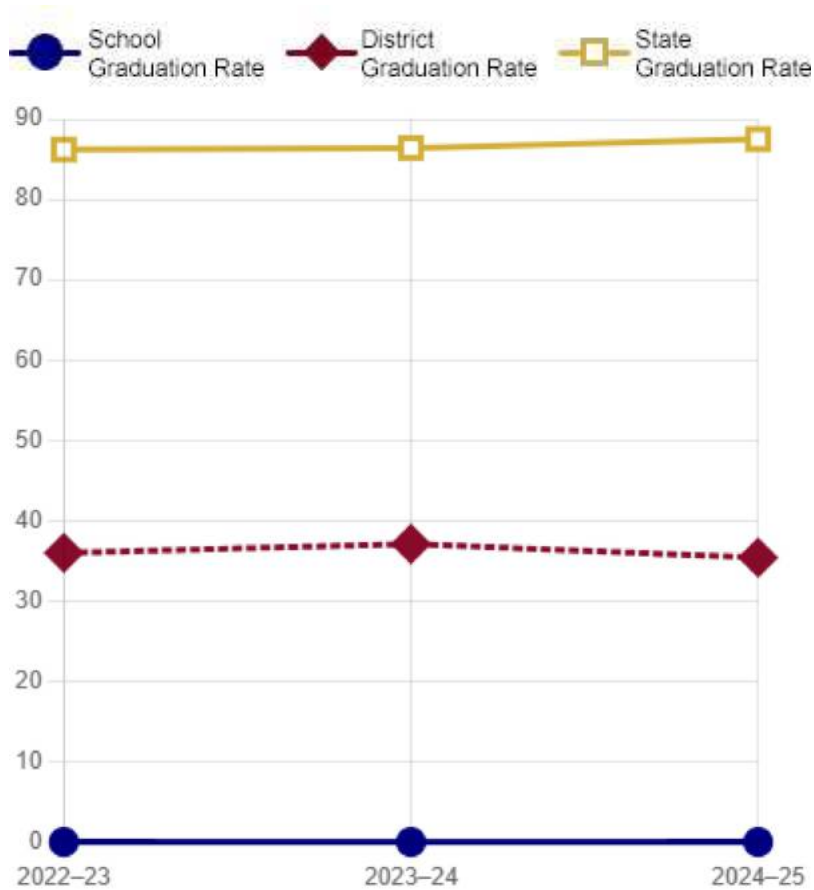
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

### Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

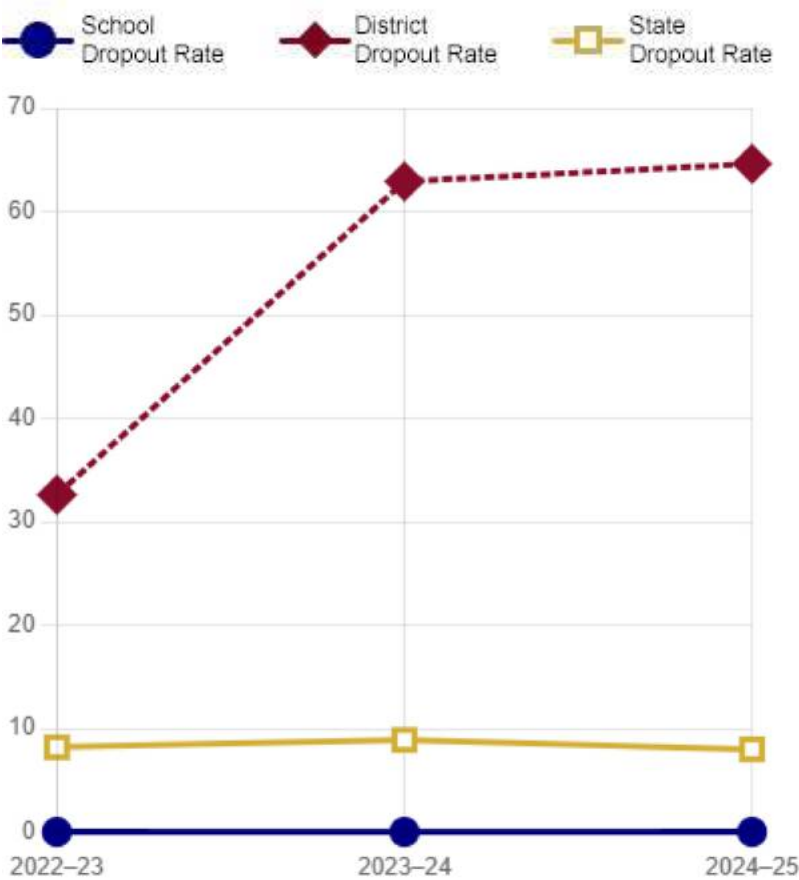
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				36.0%	37.1%	35.4%	86.2%	86.4%	87.5%
Dropout Rate				32.6%	62.9%	64.6%	8.2%	8.9%	8.0%

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

#### Graduation Rates



Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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 student population is ten or fewer.



Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	230	217	13	6.0%
Female	115	108	10	9.3%
Male	115	109	3	2.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	4	6.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	137	131	7	5.3%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	185	176	13	7.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	53	1	1.9%

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.

## 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

Rate	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
Suspensions	3.45%	1.90%	4.35%	5.55%	3.79%	5.76%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	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.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	4.35%	0.00%
Female	2.61%	0.00%
Male	6.09%	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	3.39%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.38%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.41%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.85%	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.

## School Safety Plan (School Year 2025–26)

Our safety plan was reviewed and approved by our COD in March 2025

### 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.

#### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	1	0
1	9.00	2	0	0
2	17.00	1	0	0
3	11.00	2	0	0
4	8.00	2	0	0
5	8.00	2	0	0
6	8.00	2	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	5.00	2		
1	10.00	2		
2	9.00	2		
3	14.00	1		
4	11.00	2		
5	11.00	2		
6	18.00	3		
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	9.00	4		
1	9.00	4		
2	14.00	4		
3	13.00	4		
4	13.00	3		
5	19.00	1	3	
6	18.00	5		
Other**	12.00	2		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts				
Mathematics	35.00			1
Science	18.00	2		
Social Science	18.00	2		

\* 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.



**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	35.00			1
Mathematics	22.00	1		1
Science	18.00	2		
Social Science	22.00	1	1	

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	12

\* 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.

**Student Support Services Staff (School Year 2024–25)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8478.00	\$8478.00	\$13057.00	\$67481.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

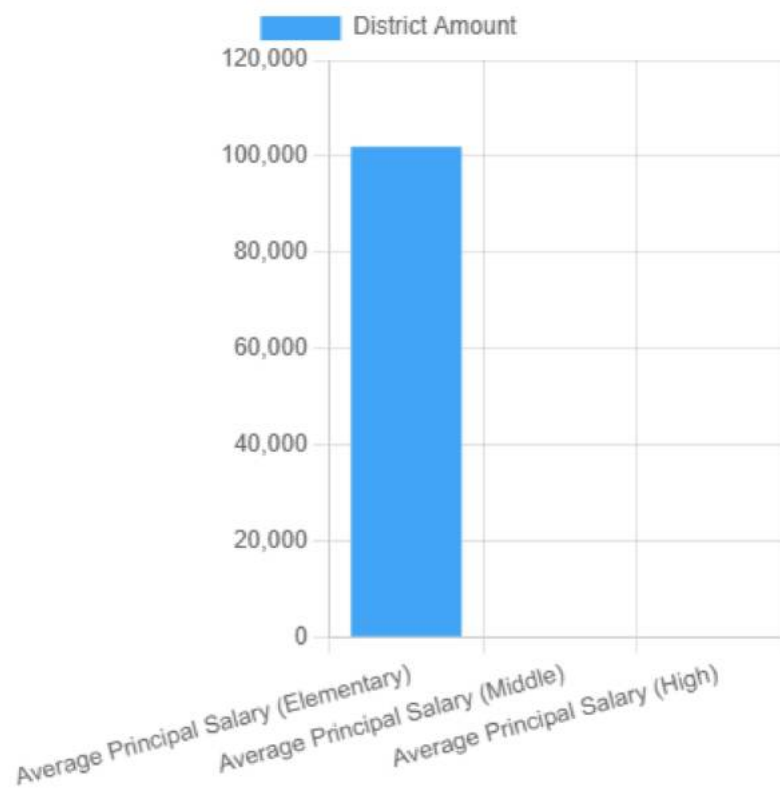
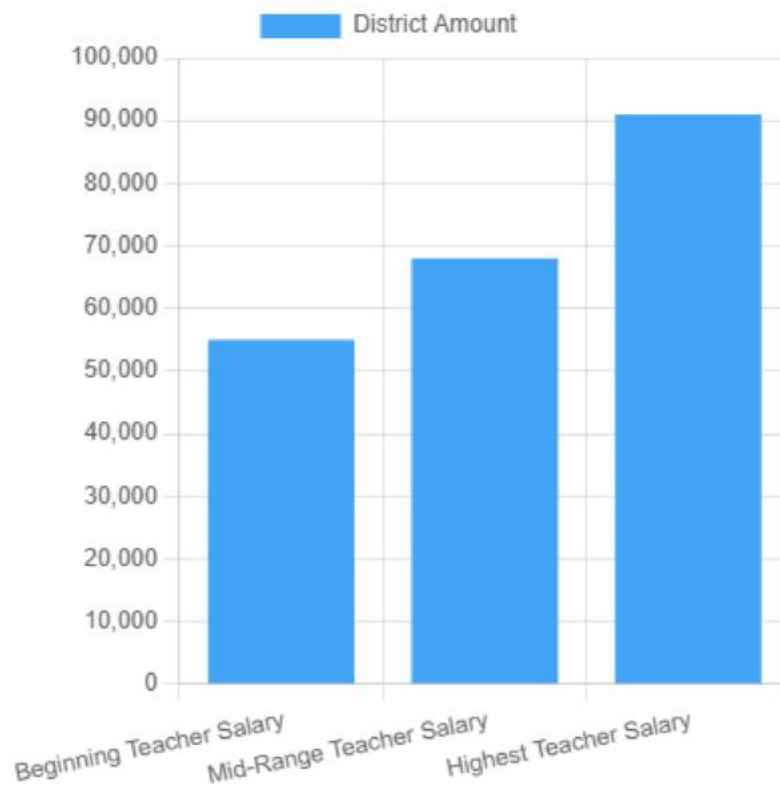
**Types of Services Funded (Fiscal Year 2024–25)**

Before and After school programs, ELOP, tutoring
--

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$55000.00	--
Mid-Range Teacher Salary	\$68000.00	--
Highest Teacher Salary	\$91000.00	--
Average Principal Salary (Elementary)	\$102000.00	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	21.88%	--
Percent of Budget for Administrative Salaries	3.13%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



**Advanced Placement (AP) Courses (School Year 2024–25)**

**Percent of Students in AP Courses** 0 %

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
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

**Professional Development**

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	35	40	40



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## YES Charter Academy ATTENDANCE RECOVERY POLICY

### 1 Purpose

The purpose of this Attendance Recovery Policy is to provide students with an opportunity to recover lost instructional time due to absences. This program ensures students remain on track academically while enabling the school to recover instructional minutes for apportionment purposes, in accordance with Education Code § 4621.1.

### 2 Eligibility

Students are eligible to participate in attendance recovery for excused and unexcused absences, including chronic absenteeism. Students participating in long term independent study or non-classroom-based **instruction are not eligible** to participate in attendance recovery.

Participation in attendance recovery **is optional** and will not be required of any student. However, failure to remediate chronic absenteeism, including via participation in voluntary attendance recovery sessions, may result in consequences for chronic absenteeism pursuant to the YES Charter Academy Attendance Policy. These consequences may include, but are not limited to truancy letters and/or mandated reporting to the Department of Health and Human Service.

### Recovery Sessions

- Sessions must be voluntary and held outside of the student's regular instructional day (e. g., during the summer, during school breaks and Intercessions (Holiday Breaks), before and/or after school during the regular school year, and on the weekend during the regular school year (ie., Saturday school)) with at least one opportunity provided per term.
- A single attendance recovery session **will not exceed five (5) hours in duration**. Attendance recovery that takes place before or after school during the regular school year will typically not exceed one (1) hour in duration with the exception of Friday early out days.
- Instructional content during recovery must consist of educational activities and content aligned to grade level standards that are substantially equivalent to the student's regular instructional program, which may include one-on-one, small group tutoring, homework help and online learning activities.
- Students may make up to 10 days' worth of attendance in a school year, or the number of days they were absent, whichever is less.
  - Attendance recovery sessions will be offered throughout the school year, and at least once per term. Sessions will be In-person on campus. Attendance recovery cannot be completed via Independent Study.

### 3 Documentation:

To receive apportionment credit under Education Code Section 4621.1 m.

- **Attendance must be documented with a daily sign-in sheet, including student name, date, time-in and time-out, and staff signature.**
- The documentation must demonstrate the student-to-certificated teacher ratio.
- A record of the absence being recovered must be maintained.
- Participation records will be retained for audit purposes in compliance with California



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Department of Education (CDE) requirements.

- Attendance recovery participation will be tracked and reported separately from regular school day attendance— The supervising teacher of an attendance recovery classroom documents each students' participation hourly or full-day increments.
- A student may accrue time over multiple sessions on multiple days of participation in attendance recovery. For example, a student may need to participate in several 1 -2-hour attendance recovery sessions to earn attendance credit that is the equivalent of one full day of school attendance.

Minimum Instructional minutes that count for one (1 full day of attendance are as follows:

- **Tk/K 180 minutes**
- **Grades 1 -3 (230 minutes)**
- **Grades 4-12 (240 minutes)**
- For students with disabilities, an alternative minimum day requirement may be established by their IEP,

#### 4 Limitations

- A student may not recover more time than was originally lost due to excused absences.
- Attendance recovery cannot be used to supplant regularly scheduled instruction.
- No fees shall be charged to students participating in recovery sessions.

#### 5 Staffing and Supervision

Recovery sessions must be supervised by certificated staff members qualified to provide instruction or academic support. A student-to-certificated teacher ratio of 10 to 1 for transitional kindergarten and kindergarten or 20 to 1 for grades 1 to 12, inclusive, shall not be exceeded.

#### 6 Program Monitoring

The Principal or designated administrator such as a program manager is responsible for

- Coordinating session schedules
- Identifying eligible students
- Ensuring compliance with attendance and instructional guidelines

#### 7 Review and Updates

This policy shall be reviewed annually and updated to reflect changes in law regulation or as YES Charter Academy needs.