

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

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

March 12, 2026

Special 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. 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

President/Chair	Pam Cook	
Vice President	Wendy Underhill	
Chief Financial Officer	Paul McGovern	
Secretary	Deborah Hoerner	
Staff Representative	Lance Haliday	
Principal/Director	Louise Miller	
Director	Yvette Rodriquez	
Director	Diahna De La Vara	
Director	Shelley Lehman	

Guests:

C. 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–10students 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. Public Comment: For Information

B. The COD will consider for approval the 2nd Interim Budget for 2026 : For Action

C. The COD will consider for approval the 2026-27 Safety Plan: For Action

III. ADJOURNMENT

School Safety Plan (Public)

2026-2027
School Year

School: Yuba Environmental Science (YES)Charter Academy

CDS Code: 58105870117242

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

Date of Adoption:

Date of Update:

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Pamela Cook	YES COD President		
Wendy Underhill	YES COD Vice President		
Paul McGovern	YES COD CFO		
Deborah Hoerner	YES COD Secretary		
Lance Holiday	YES COD Staff Representative		
Shelley Lehman	YES COD Director		
Elizabeth Yvette Rodriquez	YES COD Director		
Diahna De La Vara	YES COD Director		

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School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of a school safety plan for charter schools. Charter school safety plans are required, per Education Code section 47605, subdivision (c)(5)(F)(ii)), to address the following safety topics:

- Child abuse reporting procedures (Ed. Code, § 32282, subd. (a)(2)(A)).
- Routine and Emergency Disaster procedures (Ed. Code, § 32282, subd. (a)(2)(B)).
- Policies for students who committed an act leading to suspension, expulsion policies or recommendations (Ed. Code, § 48915, subd. (a)(2)(C)).
- Procedures to notify teachers of dangerous pupils (Ed. Code, § 49079, subd. (a)(2)(D)).
- Discrimination and harassment policies (Ed. Code, § 32282, subd. (a)(2)(E)).
- School wide dress code policies prohibiting gang-related apparel, if such a plan is in place
- Procedures for safe ingress and egress (Ed. Code, § 32282, subd. (a)(2)(F)).
- Policies enacted to maintain a safe and orderly environment (Ed. Code, § 32282, subd. (a)(2)(H)).
- Rules and procedures on school discipline (Ed. Code, § 35291, 35291.5 and 47605, subd. (a)(2)(I)).
- Procedures for conducting tactical responses to criminal incidents (Ed. Code, § 32282, subd. (a)(2)(J))
- Limitations on active shooter drills (Ed. Code, § 32282, subd. (a)(2)(K)).
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a school bus serving the school (Ed. Code, § 32282, subd. (a)(2)(L)).
- Procedures to respond to incidents involving a life-threatening medical emergency (Ed. Code, § 32282, subd. (a)(2)(M)).
- Protocols to respond to apparent opioid overdose (Ed. Code, § 32282, subd. (a)(2)(N)).
- Protocols for prevention of labor and sexual trafficking of students in 7-12th grades and training of all staff to identify victims of labor and sex trafficking and notification to parents (Ed. Code 51934; 51950 and 49381).
- Starting in the 2023–24 school year, California education code requires that all LEAs communicate about safe fire-arm storage to their students, families, and communities in the required annual parental notifications (Ca. Educ. Code § 49392.).
- The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).
- The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, YES Charter Academy will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the School Safety Plan is available for review at YES Charter Academy website <https://yescharteracademy.org/> or Policy Manual website: [Policy Manual](#)

Safety Plan Vision

The safety plan vision of YES Charter Academy is to be proactive in the development of strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on YES Charter Academy campus. It provides guidance and direction to administrators, faculty, and staff. The Emergency Response Plan, along with YES Charter Academy School Safety Plan shall be used during an emergency incident involving YES Charter Academy. The plan details the flow of command from the Principal to all staff members. YES Charter Academy is committed to providing a safe learning environment that supports academic achievement. School

safety is an issue that requires collaboration between YES Charter Academy, emergency response agencies, parents and the community. This is an ongoing effort to work with all staff for the safety of our students.

Components of the School Safety Plan

Yuba Environmental Science (YES) Charter Academy Safety Committee

The YES Charter Academy Safety Committee reports to the YES Council of Directors at regularly scheduled monthly meetings. Pamela Cook leads the Safety Committee. The members are Debra Campbell and Louise Miller.

Assessment of School Safety

A physical survey of the campus for hazardous conditions will be performed each year under the direction of the Site Administrator of Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately. The annual physical assessment showed improvement in conditions and procedures, and the need for continued vigilance in the use of cones, caution tape, and barriers around campus improvement projects. The emotional climate assessment showed there are increased social/emotional needs for students' emotional safety on campus. YES Charter Academy is responding by researching tools for self-regulation to implement, as well as increased counseling services.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

YES Charter Academy provides a small school, environmental science-based setting with many opportunities for outdoor learning. We promote self-regulation and problem-solving skills using Positive Behavior Intervention and Supports (PBIS), The Nurtured Heart Approach (NHA), and Growth Mindset to support social emotional resilience in students. Our campus is equipped with interior and exterior cameras. We have a collaboration with the Sheriff's department and the local volunteer fire department, often the first responders.

Child Abuse Reporting Procedures (Ed. Code § 32282(a)(2)(A))

YES Charter Academy has the responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. **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 his/her training and experience, to suspect child abuse or neglect, physical, sexual, or emotional abuse.**

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, withdrawn, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Employees who are mandated reporters are obligated to report all known or suspected incidences of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
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.
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)
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 YES Charter Academy 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)
6. 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

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)

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)

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)

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 shall notify a peace officer. Penal Code 152.3

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)

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 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 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)

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

(Child Protective Services of Yuba County)

(5730 Packard Avenue, Suite 100, Marysville, CA 95901.)

(530-749-6288)

[Suspected Child Abuse Reporting Form](#)

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)

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.

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

1. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
2. The child's name and address, present location, and, where applicable, school, grade, and class
3. The names, addresses, and telephone numbers of the child's parents/guardians
4. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
5. 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)

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.

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 or designee such as a school counselor or mental health professional 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)

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)

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

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

Revised 2/27/26

telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring 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 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 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.

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 the mandated reporter's professional capacity or outside the scope of employment. (Penal Code 11172)
2. 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)
3. 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)

Disaster Procedures (Ed. Code § 32282(a)(2)(B))

Disaster Plan (See Appendix C-F)

LEVELS OF EMERGENCIES:

Level One Emergencies

o A localized emergency that school site and/or facility personnel can manage by following their own emergency plan. Example: Power outage, campus disorder, student injured

Level Two Emergencies

o A moderate to severe emergency, somewhat beyond YES Charter personnel response capability, which may require mutual aid assistance from the fire department, sheriff's department, etc. Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies

o A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired \

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- * Initiated by the Site Administrator or Designee;
- * Implemented requiring the support of all staff who are expected to remain on site and perform their assigned duties until released;
- * Reviewed annually for modifications
- * Submit for approval by YES Charter Academy Safety Committee and then the YES Council of Directors by March 1 of each year.

HAZARD ASSESSMENT:

* A physical survey of the campus for hazardous conditions will be performed each year under the direction of the Site Administrator or Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately.

STAFF TRAINING:

* Understanding training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan.

EMERGENCY DRILLS:

In accordance with state law:

- * Drills will be initiated by announcement or uniform bell.
- * Fire drills will be conducted no less than once every calendar month at the elementary level and at least four times every school year at intermediate levels. A fire drill will be held at the secondary level not less than twice every school year as stated in Education Code section 32001.
- * "Drop, Cover, and Hold" drills will be held twice per year to prepare students and staff for earthquakes.

EMERGENCY SCHOOL CLOSURE:

According to revisions to Education Code Section 46393. for school closure events occurring on or after July 1, 2025, ... a charter school that provides an affidavit to the State Superintendent shall certify all of the following:

- A. It has a local governing board- or body-adopted school safety plan in place meeting the requirements of Section 32282
- B. Either of the following:
 - i. It has offered pupil engagement and instruction at another site or;
 - ii. Due to extenuating circumstances, YES Charter Academy has not provided pupil engagement and instruction for more than 10 school days, shall describe what pupil engagement, services, and instruction it did provide to support its pupils during or immediately after the period of closure or material decrease in attendance.

Yes Charter Academy has adopted an Instructional Continuity Plan to meet the requirements of California Educational Code(s) Section 46393 and 32282.

Protocol for Engagement

As required, Yuba Environmental Science (YES) Charter Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency. As stated in the 2025-26 Safety Plan, for level

two and three emergencies.

Level Two Emergencies

o A moderate to severe emergency, somewhat beyond YES Charter personnel response capability, which may require mutual aid assistance from the fire department, sheriff's department, etc. Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies

o A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

Method of Two-Way Communication

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Parent Square (email and text messaging; Short messaging service (SMS) through social media.

Plans for Unforeseen Events

YES Charter Academy will coordinate with PG& E or any other community partner for back-up electrical solutions such as generators when the power grid goes down. YES Charter Academy Safety Plan outlines the Disaster response through our Incident Command System. The Incident Commander will work with the Safety Officer and Public Information Officer to disseminate information via our two-way communication procedures as listed.

In the event that the backup generator is not usable, YES Charter Academy will utilize the Yuba County Office of Education and/or other Emergency Response agencies to disseminate information to YES Charter Academy Students and their families.

Support for Special Needs

YES Charter Academy partners with Yuba County Office of Education and other county agencies and will have available disaster recovery resources available on the YES Charter Academy website with links to other agencies for students and families to access socio-emotional, mental health and academic needs. YES Charter Academy through its Incident Command System will relay information and provide access to needed disaster supports through our two-way communication systems.

Timeline for Access to Instruction

As required, Yuba Environmental Science (YES) Charter Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency. During this time YES Charter Academy will through the Incident Command System open up their Independent Study Programs to all students, assign electronic devices to all pupils and make school assignments and academic resources available online through Google Classroom. YES Charter Academy will partner with Yuba County Office of Education to place students in other temporary school settings if necessary to access instruction within the 10-day requirement.

Conditions for Resuming Access to In-Person Instruction

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

Evacuation orders lifted

Power and utilities functioning

Healthy air quality

Access to safe and clean water

Campus free from debris and hazards

Internet fiber lines connected and functioning

Sufficient staff available
Kitchens operational for meals

Remote Instruction

As required, Yuba Environmental Science (YES) Charter Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. YES Charter Academy has a well establish Independent Study Program that will be implemented. All families will have a signed a short-term Independent Study contract beginning 2025-26 school year. All certificated staff will be trained on remote instruction and assessment.

Access to Instructional Materials

As required, remote instruction offered will align with expectations of access and equity. YES Charter Academy will offer access to educational materials both digitally and non-digitally. Digital material will be available on-line through Google Classroom, or student email. Non digital work will be available via drop off/pick up locations and/or mailed if necessary. Non-digital materials will include textbooks, paper packets and additional reading or school supply materials necessary to complete all assignments.

Access to Schoolwork

As required, remote instruction offered will align with expectations of access and equity. YES Charter Academy will have flexible ways for students to access and submit schoolwork via online uploading capabilities through a student google classroom and email. YES will also have pick up and drop off locations if necessary.

Temporary Reassignment

Yuba Environmental Science (YES) Charter Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: In the case where temporary reassignment is necessary, YES Charter Academy will partner with Yuba County Office of Education to place students in an educational setting.

Communication Protocols

YES Charter Academy will form emergency preparedness partnerships with families and caregivers before, during and after an emergency incident to reinforce a positive, safe and healthy learning environment as outlined in the [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) . This PDF will be available on YES Charter Academy's website. Information will be available through our two-way communication systems and on our website, with daily and weekly updates as needed.

Technological Readiness

YES Charter Academy's IT Department will provide support throughout the school year so students and families are comfortable with all online platforms, including creating digital backpacks to bundle necessary digital resources together to access during a school closing. YES will distribute Chrome books to students who do not have devices to access the internet. In the case that YES Chrome book supply is destroyed and/or YES internet access is down for an extended period during because of disaster, YES will provide alternative non-digital classroom materials until internet access is restored. Wi-fi hot spots will be purchased and distributed to those who need them and we will partner with outside agencies to provide internet access temporarily.

Instruction and Assessment

YES Charter Academy will maintain flexibility and ensure that existing curriculum content can be accessed both in person and online. YES will continue with current practices and learning objectives achievable. YES Charter Academy will utilize Californias Digital Learning Integration & standard Guidance PDF to build educator and system capacity and ensure effective implementation of

technology to support learning. YES Charter Academy will utilize approved screening tools to monitor progress, check for understanding using strategies for formative assessment and apply achievable goals that take student's unique circumstances into consideration. YES will offer additional academic support, when possible, through tutoring, check-ins and/or virtual office hours.

Equity, Accessibility and Inclusion

YES Charter Academy will provide flexible, appropriate and equitable accessibility to education for special populations through email, phone and Parent Square to provide and maintain accommodations in IEP/504 plans. YES will offer and provide remote and non-remote means as recommended best practices and guidance provided by the California Office of Education and partnering with other agencies such as Yuba County Office of Education's homeless liaisons, foster youth liaison and EL services to meet individual needs on a case-by-case basis.

Individualized Education Plans (IEP/504)

YES Charter Academy will implement the Incident Command System and direct those responsible for special education instruction will contact students and their families with opportunities for remote learning through online educational platforms that fit their individual needs or as outlined in their IEP/504 plan.

YES Charter Academy instructors will provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. YES Charter Academy will align their practices with the California Dept of Education's [guidance to support Special Education](#) students with remote learning.

English Learners (EL)

YES Charter Academy will provide online remote learning as recommended through the California Dept of Education for English Learners.

YES Charter will align practices with guidance in California's [English Learner Roadmap](#) Policy, [Principle 1: Assets Oriented and Needs Responsive Schools](#), to ensure the plan is responsive to different EL students' strengths, needs and identities, and supports the socio-emotional health and development of English learners.

Review Roadmap [Principle 4: Alignment and Articulation Within and Across Systems](#), to ensure instructional continuity for EL students reflects a coherent set of practices and pathways to support skills, language(s), literacy, and knowledge needed to meet their needs.

EL will be supported through online resources to support remote English Language Development (ELD) instruction, including lesson ideas and mobile apps for students and teachers on the distance learning page here: <https://www.cde.ca.gov/ci/cr/dl/index.asp>

Professional Learning

All certificated teaching staff will have training on disaster response and YES Charter Academy's Instructional Continuity Plan at least once per academic year. All certificated staff will be trained on remote instruction, utilizing online tools and applications for learning include virtual classroom management and assessment as recommended by the California Dept of Education.

Well Being and Support Services

YES Charter Academy will provide access to resources for emergency housing, food, and physical and mental health resources through our local Family Resource Centers, Yuba County Office of Education resource guides and other disaster response organization such as the Red Cross through our website and two-way communication systems. YES Charter Academy will utilize [Safety and School Crisis Resources](#) from the National Association of Psychologists that include evidence based initiatives that create safe and supportive learning environments to ensure students have access to supports they need to cope with crisis events.

YES Charter will utilize YCOE/ or alternative translation services to assist in locating resource materials in the student and family's language of choice.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the case of an emergency where students are sheltered in place at the school, access to clean water will be available through our water well systems. If in case water is contaminated, YES Charter Academy will have available bottle water and will coordinate with other community responders to locate clean water. Our Logistics Team will disseminate all back-up food, water and medicines from our back up supply, and/or local emergency response agencies available in the area.

Site-Base Collaboration

YES Charter Academy's Council of Directors will review the ICP yearly and update the plan based on feedback from stakeholders and lessons learned from any disaster events in other nearby district or as recommended by YCOE or the CDE.

YES Charter Academy meets with our local fire department, wildfire conservationist, law enforcement and other service providers to collaborate on best practices and current safety guidelines to implement any and all emergencies as described in our school Safety Plan.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted by authorizing local county and state officials
- Power and utilities functioning and all clear from local authorities
- Healthy air quality as notified by local and state authorities
- Access to safe and clean water as notified as safe by local authorities
- Campus free from debris and hazards per Incident Command assigned persons
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of Yuba Environmental Science (YES) Charter Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed and updated in collaboration with Community Partners and stakeholders, considering feedback and lessons learned on the following basis:

YES collaborates with law enforcement on necessary components to their scope of practice. YES collaborates with our local fire department on necessary components to their scope of practice.

YES invites the public to all COD meetings and posts respectively on our website time and place of meetings with a packet of materials to be review.

YES invites community partners and stakeholders to our annual Road Map meeting for input in all areas going well and where we need improvement.

YES Charter Academy's Council of Directors will review and update the ICP, collaborating with our safety and facilities committees'

members and staff.

Public Agency Use of School Buildings for Emergency Shelters (Ed. Code § 32282(a)(2)(B)(i)(III).)

Emergency Disaster Response NGOs like the Red Cross and similar government agencies may use public school buildings for emergency shelters when necessary and appropriate. Requests for use of YES Charter facilities will be received through the office of the principal/superintendent on a case-by-case basis and the school shall cooperate with such requests to the extent feasible.

School Suspension, Expulsion and Mandatory Expulsion Guidelines (Ed. Code § 32282(a)(2)(C).) (BP 5144.1, 5144.2)

Students may be suspended for violations of CA State Education Code Sections 48900, 48900, 2 subsections and 48915.

The Council of Directors desires to provide YES Charter Academy students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulations.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity
5. Online or by electronic means relating to school, school staff, and/or fellow students

YES Charter Academy staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Students in grades 9-12 may be suspended for disruption and/or willful defiance

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Principal or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the principal shall recommend expulsion and the Council of Directors shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulations, the principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Council of Directors shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That, due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in an open session of a Board meeting.

The Council of Directors may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulations. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Council of directors shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Principal or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulations. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Principal or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Council of Directors, the types of referrals made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall dis-aggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Council of Directors Policy 5144.1 - Suspension And Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent, principal, or designee may suspend a student from school for up to five consecutive school days, unless the suspension has been extended following a recommendation for expulsion. (Education Code 48911)

A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year, as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Principal or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. A decision has been made that would result in the removal of the student for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all the following:
 - a. The series of removals total more than 10 school days in a school year.

- b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.
- c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The YES Charter Academy may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k) (1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation, so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a decision has been made to suspend a student with a disability for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the YES Charter Academy's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504

If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. **Manifestation Determination Review:** Immediately, if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action (20 USC 1415(k)(1)(E); 34 CFR 300.530)

If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

At the manifestation determination review, the YES Charter Academy, the student's parent/guardian, and relevant members of the IEP team (as determined by the YES Charter Academy and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the YES Charter Academy's failure to implement the student's IEP, in which case the YES Charter Academy shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student

If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities

However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by requesting a hearing. The YES Charter Academy may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and

300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the YES Charter Academy shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514. If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Council of Directors' criteria for suspending the enforcement of an expulsion order shall be applied to students..

Procedures to Notify Teachers of Dangerous Pupils (Ed. Code § 32282(a)(2)(D))

The YES Council of Directors desires to provide a safe, orderly working environment for all employees. As part of the district's school safety plan, the principal/superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

According to the Education Code (EC § 32282): (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

Procedures to notify teachers of dangerous pupils pursuant to Section 49079

Dangerous students are defined per Education Codes 48900.

When a student that has a history of displaying dangerous behavior or is developing patterns of dangerous behavior, the staff member who becomes aware of the student shall notify the school administration. YES Charter Academy administration shall then notify all staff that may have contact with the student of the history of the student, dangers posed by the student, and discuss appropriate response strategies. If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff, as time permits. If the behavior is determined by YES Charter Academy staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

The Principal shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to the Principal, who is responsible for prompt notification of the student's teachers, other administrators, and the student's counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or

semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated.

Sex-Discrimination and Sex Based Harassment Policies (Ed. Code § 32282(a)(2)(E))

Policy 4119.11: Sex Discrimination and Sex-Based Harassment

The following policy shall apply to all YES Charter Academy employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the YES Charter Academy.

The Council of Directors is committed to providing a safe work environment that is free of harassment and intimidation. The Council of Directors prohibits sexual harassment against YES Charter Academy employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulations
2. Publicizing and disseminating the YES Charter Academy's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Principal or designee shall periodically evaluate the effectiveness of the YES Charter Academy's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the YES Charter Academy's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

YES Charter Academy employees who feel that they have been sexually harassed in the performance of their YES Charter Academy responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a YES Charter Academy administrator, or the YES Charter Academy's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any YES Charter Academy employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

The following administrative regulation shall apply to all allegations of sex discrimination and sex-based harassment by and against district employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by a student.

Definitions

Sex discrimination includes treating an employee differently based on the employee's sex, which includes differential treatment based on sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it creates an intimidating, threatening, hostile, or offensive work environment; has the effect of substantially or unreasonably interfering with an employee's term or condition of employment; or otherwise adversely affects an employee's employment opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct
2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking, as defined in 34 CFR 106.2

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual

3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district

Examples of Sex Discrimination and Sex-Based Harassment

Examples of actions that might constitute sex-based harassment under state and/or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sex-based flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sex-based activity; sex-based jokes or stories; unwelcome sex-based slurs, epithets, threats, innuendoes; derogatory comments; sex-based degrading descriptions; or the spreading of sex-based rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails or messaging; or displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; or cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX in accordance with Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and oversee the district's response to discrimination complaints processed under Administrative Regulation 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Michele Goldberg- MSW/Policy & Procedure Coordinator

Louise Miller- Principal

9841 Texas Hill Road

530-692-2210

lmiller@yescharteracademy.org

Training

The Superintendent or designee shall ensure that all employees receive training regarding sex discrimination and sex-based harassment in accordance with state and federal law.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment as specified in Government Code 12950.1. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter

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segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

Additionally, the Superintendent or designee shall ensure that all employees receive annual training related to their duties under Title IX in accordance with 34 CFR 106.8, and that a newly hired employee receive training promptly upon hire or change of position that alters the employee's duties under Title IX. (34 CFR 106.8)

The district's Title IX sex discrimination and sex-based harassment training shall include: (34 CFR 106.8)

1. The district's obligation to address sex-based discrimination, including sex-based harassment, in its education program or activity
2. The scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment
3. The notification and information requirements specified in 34 CFR 106.40 and 106.44

The district's Title IX sex-based harassment training and education program shall also include additional training required of supervisors; investigators, decisionmakers, and other persons who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; facilitators of an informal resolution process; and Title IX Coordinators and designees. (34 CFR 106.8)

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, type of training, and name of the training provider. (2 CCR 11024)

Additionally, the Superintendent or designee shall retain for at least seven years the materials used to provide training as specified in 34 CFR 106.8, and to make these materials available, upon request, to members of the public. (34 CFR 106.8)

Notifications

To prevent unlawful sex discrimination and sex-based harassment, including retaliation, in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 4030 - Nondiscrimination in Employment.

In addition to the measures to prevent discrimination as specified in Administrative Regulation 4030 - Nondiscrimination in Employment, the Superintendent or designee shall ensure that a copy of the Board policy and this administrative regulation:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

All employees shall receive a copy of an information sheet prepared by the California Civil Rights Department (CRD) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sex-based harassment
2. The definition of sex-based harassment under applicable state and federal law
3. A description of sex-based harassment, with examples
4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through CRD and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact CRD and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by CRD and the EEOC

Additionally, the district shall post, in a prominent and accessible location, the CRD poster on discrimination in employment and the illegality of sex-based harassment, and the CRD poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment by and against employees shall be investigated and resolved as specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

If sex discrimination or sex-based harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sex discrimination or sex-based harassment, prevent recurrence, and address any continuing effects.

School-wide Dress Code Relating to Gang-Related Apparel (Ed. Code § 32282(a)(2)(F).)

The YES Charter Academy faculty and administration are dedicated to offering a wholesome education - inclusive of the learning environment in which the children attend school. Students are to give proper attention to personal cleanliness and to wear clothes that are suitable for YES Charter Academy activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the education process. The major responsibility for dress and grooming is placed upon the student and the student's parents. The administration reserves the right to decide the appropriateness of the student's attire. Inappropriately dressed students will be expected to change clothing. The following guidelines are intended to define appropriate student attire and personal grooming and shall apply to all regular school activities. We intend to provide our students with a school environment that is clean, positive, and uplifting. We ask for your support in helping the YES Charter Academy form a healthy school time setting by guiding your children towards appropriate school attire.

Your support is most needed and appreciated in the following areas:

- Students should dress for the weather and/or come dressed anticipating the weather
- Shoes must be suitable for P.E.; Sandals must have a back strap. All shoes need to be firmly attached to the feet and without flashing lights or wheels.
- Clothes should be sufficient to conceal undergarments and ensure privacy at all times.
- Saggy clothing is discouraged. Students may be asked to change if clothing prohibits them from moving freely.
- Clothing and jewelry must be free of writing, pictures or any other insignia which are crude, vulgar, profane, advocate the use of drugs, alcohol, tobacco, violence, or gang affiliation.
- Hats and hoods must be removed inside all buildings.

Students who come to school dressed inappropriately will be asked to change into clothing provided by the office or will need a change of clothes brought to school by parent/guardian.

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (Ed. Code § 32282(a)(2)(G).)

YES Charter Academy Visitors/Outsiders Policy & Procedures (BP1250)

The ingress and egress of pupils to and from school is monitored by school staff. YES Charter Academy has lockable gates at the entrance and exit of the driveway. School picks up and drop off are monitored by a minimum of two staff. Students who ride the bus

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are loaded and unloaded in a different driveway area as those who are picked up and dropped off to ensure safety. YES Charter Academy entry door is locked during the school day and once the period of student arrival is over. Students do not have access to the YES Charter Academy building unless a school staff member is present. Anytime there are students outside of the classroom, a staff member is present for safety reasons. Exits are clearly marked with signs. Evacuation maps are posted in every room for student/staff safety.

The YES Charter Academy Council of Directors believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, the accompanying administrative regulations, and any procedures established by the Principal or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Principal or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds, in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave the school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school, the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

A Safe and Orderly School Environment Conducive to Learning (Ed. Code § 32282(a)(2)(H)).

Components: Positive School Climate & Culture, Behavior Management Support, Student Social/Emotional Resiliency

I. Purpose and Philosophy

YES Charter Academy community believes that a safe and orderly environment is the essential foundation for effective teaching and learning. This environment is characterized by a climate of mutual respect, clear behavioral expectations, and proactive support for all students and staff.

II. Social and Emotional Environment (School Climate)

To maintain an environment where students feel physically and psychologically safe, the school implements the following:

- **Positive Behavior Interventions and Supports (PBIS):** Systematic use of rewards and recognition for positive behavior to build a sense of community. Our SPARRK programming is introduced yearly and implemented monthly.
- **Conflict Resolution and Peer Mediation:** Training for students and staff on appropriately intervening in disputes before they escalate. Implementation of Restorative Practices for mediation and intervention of both the offender (the one causing harm and victim (the one harmed).
- **Bullying Prevention:** Explicit policies and procedures aimed at preventing and reporting bullying and cyberbullying including Parent Teacher Advisory Team for all year anti-bullying program implementation.
- **Mental Health Support:** Access to school counselors and contracted school psychologists via telehealth, through community partners to assist students who may be experiencing trauma or social-emotional distress.

III. Physical Environment and Campus Security

The physical safety of the campus is maintained through:

- **Facility Maintenance:** Ensuring classrooms are clean, in good repair, and meet all current safety codes.
- **Controlled Access:** Standardized procedures for safe ingress and egress of students and staff, including visitor check-in protocols.
- **Surveillance and Supervision:** Strategic use of campus security cameras and assigned staff supervision during breaks, lunch, and passing periods.

IV. Disciplinary Procedures

- **Consistent Enforcement:** Fair and consistent administration of disciplinary policies to ensure a predictable and orderly school day. Restorative practices are utilized to provide intervention and resources for both offender (person who caused harm) and victim (person harmed). The least restrictive environment to maintain academic integrity and equitable inclusion.
- **Teacher Notification:** Clear procedures for notifying teachers of students whose prior behavior may pose a danger to others, as required by law. Supportive interventions that include systems of response and behavior management training of the classroom.
- **Dress Code:** Implementation of a schoolwide dress code to exclude any derogatory or language, promoting alcohol, drugs and/or tobacco including vaping, including the specific prohibition of "gang-related apparel" as defined in this plan to protect the health and safety of the environment.

YES Charter Academy Leadership Goals and Objectives to meet the requirement for: **A Safe and Orderly School Environment Conducive to Learning**

Objectives	Action Steps	Resources	Lead Persons	Evaluation
Hold NHA training during the week of preservice before student attendance begins for all staff. Train staff hired after the start of YES Charter Academy year within a week of arrival at YES Charter Academy.	Obtain training materials and online links for NHA training during professional development and staff meetings.	Nurtured Heart Approach Training Resources	Louise Miller, Principal Siobhan Searle, School Counselor Michele Goldberg, School Social Worker	Observe NHA language used by staff in classrooms and the playground.
Hold refresher sessions during YES Charter Academy year for teachers, classroom aides, and yard duty staff. (All Staff)	Obtain training materials and online links for NHA training during professional development and staff meetings.	Nurtured Heart Approach Training Resources	Louise Miller, Principal Siobhan Searle, School Counselor Michele Goldberg, School Social Worker	Request feedback from students on school climate and feelings of being supported.
Hold regularly scheduled awards assemblies to recognize positive behavior.	Schedule the assemblies. Make certificates. Purchase prizes.	Cafeteria, SPARRK certificates,	Louise Miller, Principal/Superintendent	Request feedback from students and teachers on usefulness of program via google forms and surveys
Implement Tier 2 interventions for students with challenging behavior.	Schedule time during professional development to analyze PBIS data, identify Tier 2 students, and create a team plan to support their positive behavior. Hold Student Success Team Meetings	PBIS World website	SPED Learning Center Director Siobhan Searle, School Counselor Michele Goldberg, School Social Worker	Track behavior documentation of Tier 2 students
Hold training on Growth Mindset, Conscious Discipline and Restorative Practices at least one initial time and one refresher each school year. (All Staff)	Obtain trained facilitators and materials from local community partners. Completed refreshers during professional development and staff meetings.	Best Practices for Restorative Practices Implementation Conscious Discipline website Belonging for Educators	Louise Miller, Principal Siobhan Searle, School Counselor Michele Goldberg, School Social Worker	Each training will have a survey on evaluation of training and trainer. Observe outcomes through suspension rates and school climate surveys on feelings of belonging and safety while at school.

On-going Objectives	Action Steps	Resources	Lead Person (s)	Evaluation
Identify best practice interventions and programming	Research evidence-based programs	Follow list-serves via California Department of Education, CharterSafe, CCSA, and recommended resources via YCOE and other community partners	Siobhan Searle, School Counselor in conjunction with Michele Goldberg, School Social Worker	Request feedback via surveys from all training programs, intervention opportunities
Identify available free or funding via grants for interventions and programming	Find grants Collaborate with YCOE and other community partners to share resources	Follow grant opportunities through list serve and websites that offer Request for Proposals; collaborative and partner	Debbie Campbell, Business Administrator Michele Goldberg, Social Work Program Manager, Policy & Procedure Coordinator	Continue to evaluate annual budget and areas to spend dollars on training interventions and programming opportunities
Train staff and students	Schedule training	Master schedule	Louise Miller, Principal	Request feedback from students and staff on usefulness of program
Select Restorative Practices every year starting in 2024-2025 school year	Restorative Practices Training completed by all key staff including our Family Liaison, Teachers, 1:1 staff, yard duty staff, bus drivers (All Staff)	Restorative Practices Literature online and via training partners	Siobhan Searle, School Counselor in conjunction with Michele Goldberg, School Social Worker Dawn Kaudart, Family Liaison	Reduction in number of suspensions, an increase in Student Success Team meetings, more satisfaction made visible by School Climate Surveys, reduction in chronic absenteeism and overall school climate

School Discipline Rules and Consequences (Ed. Code § 32282(a)(2)(H).)

Yuba Environmental Science (YES) Charter Academy Student Conduct Code

Our core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

1. All parties involved in conflicts will be heard and treated with dignity and respect.
2. Students will learn, with guidance, how to solve their problems in a respectful way and experience consequences.
3. Students will think of various solutions and evaluate which solution is best for all involved.

YES Charter Academy provides an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence. All students should be aware that their parents and teachers share the expectation of them to achieve their highest potential, be on their best behavior while in school, in the cafeteria, on the playground, on their way to and from school or on the bus.

YES Charter's discipline plan is based upon positive behavior intervention and supports, (PBIS) behavior matrix, and is focused on developing responsibility for one's own actions. The plan is based on a code of conduct, which is reinforced through specific rules developed for classrooms, playground, lunch, and bus travel. The plan also includes the offenses for which a student may be suspended under the California Education Code 48900. Parents are encouraged to discuss the behavior matrix and student handbook at home to assure the students full comprehension of the rules and the reasons why these rules exist.

Students are expected to develop responsibility for their actions, to cooperate with others (students, teachers, other adults), to develop a positive attitude toward their school learning process, and to be courteous and respectful of others at all times. It is the responsibility of the student to be aware of YES Charter Academy rules.

CLASSROOM STANDARDS

Appropriate school behavior is encouraged by all of the staff. Students that violate the code of conduct detract from their own ability to learn and distract other students from learning. When time is taken to correct a student's behavior, it comes directly from the time available for instruction. This is unacceptable. Therefore, each teacher has established standards for their classroom. These standards are posted in the classroom and sent home at the beginning of the year.

Conduct Code Procedures

Rules are necessary to ensure the safety and welfare of all children. These rules apply before, during, and after school anywhere on the campus. These are posted prominently on the document, YES SPARRK Behavior Matrix, a PBIS document in hallways and classrooms. The PBIS acronym that YES developed is SPARRK:

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

When a student fails to observe the rules, the following disciplinary actions will be taken:

As a Positive Behavior Interventions and Supports (PBIS) school, we follow a progressive discipline policy, with specific steps to ensure the best behavior support for our students. Consequences may include loss of recess/activity, a logical consequence, campus beautification, change of academic setting, or suspension. We proactively teach all students behavior instruction, which is designated and integrated into each instructional day. Students that do not follow the defined and taught expectations are supported with consistent behavior interventions and supports. Low level Incidents are documented, appropriate consequence & instruction is given. Major offenses are referred to the office by staff.

Administration thoroughly investigates and documents the incident(s) Disciplinary consequences are assigned that are in compliance with Education Code and state and federal law. The incident(s) is documented within the student file.

Parent/guardian is contacted. Behavior instruction and expectation review is administered to students.

SEVERE CLAUSE FOR EXTREMELY SEVERE CASES, including but not limited to, bullying, fighting, theft, possession of drugs or weapon or harassment, students may be sent directly to the principal on the first offense. The principal will determine the consequences and notify parents.

Procedures to Prepare for Active Shooters (Ed. Code § 32282(a)(2)(J).) (This portion will be taken out prior to the website posting to ensure safety of all at YES Charter)

To prepare for active shooters, YES administration consulted with the Yuba County Sheriff's Department (YCSD) and followed their recommendation to install lockable gates at all entrances of YES Charter Academy, and to keep them locked during school hours. Access to YES Charter Academy is through the front entrance of YES Charter Academy only. The YCSD recommended keeping the front door of YES Charter Academy locked during school hours and installing a buzzer system to allow entrance to YES Charter Academy. YES carried out and is using these modifications. A lockdown may be used as an emergency response when a facility or school is faced with extremely violent behavior, armed intruders, active shooters, a hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus, and it must be taken seriously. Students and staff may evacuate the area if lockdown could be compromised.

In the event of a Lockdown, the principal or designee will carry out all or some of the following:

1. Imminent Danger Signal (All-Call over intercom, "LOCKDOWN, please lock all classroom doors! This is a hard lockdown! Code Red!" Staff, law enforcement, and Yuba County Office of Education will be alerted through a smartphone or tablet.
2. CALL 911
3. The Site Administrator will maintain phone communication with the Superintendent's office
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter YES Charter Academy.
5. If an emergency is away from campus, the Site Administrator or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers and staff to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safe location.
8. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, TEACHERS and STAFF will carry out some or all of the following, depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings OR off campus at a designated location.
2. Close all windows, lock doors and turn off the lights.
3. Turn off the television, computer, Smartboard and anything else that illuminates the room.
4. Do not evacuate if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers and staff are able to use it as necessary.
6. Students are to move away from doors and windows to hide from possible intruders.
7. Barricade doors with bookshelves, and any other furniture to make it more difficult for the intruder to enter the room.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able to report any missing or extra students.
10. If Hard Lockdown is modified to Soft Lockdown staff may continue with their normal schedule within the classroom and interior of the building.

After Emergency:

1. At the direction of the principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using Parent Square.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
5. YES Charter Academy may provide psychological services to assist in the counseling of staff and students.

Limitations on Active Shooter/Lockdown Drills (Ed. Code § 32282(a)(2)(K))

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- (1) Lockdown drills shall not be "high-intensity" drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- (2) The drill shall not use real weapons, gunfire blanks, or explosions.
- (3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
 - a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
 - b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
 - c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
 - d. An announcement of the drill shall be given before and after the drill;
 - e. A notice shall be given to parents/guardians after the drill has concluded; and
 - f. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

Procedures to Assess and Respond to reports of Dangerous Unlawful or Violent Activity (Ed. Code § 32282(a)(2)(L)

YES Charter Academy takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anononymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: **Louise Miller, Principal 530-692-2210**. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

YES Charter Academy shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

(M) Life-Threatening Medical Emergency Response Procedures (Ed. Code § 32282(a)(2)(M)).

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on YES Charter Academy school property a trained person will utilize the automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident.**

Automated External Defibrillators

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall notify an agent of the local emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196,

1797.200)

The Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

The Superintendent or designee shall develop a written plan which describes the procedures to be followed in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures should include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

The principal of any district school with an AED shall annually provide information to school employees that describes:(Health and Safety Code 1797.196)

1. Sudden cardiac arrest
2. The school's emergency response plan
3. The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

Each AED shall be checked for readiness at least biannually and after each use. In addition, the Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED. The Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797.196)

Protocols for Responding to Apparent Opioid Overdose (Ed. Code § 32282(a)(2)(N)).

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grind knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product

STEP 2: Call 911. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If

appropriate, the 911 operator may instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Support the Person’s Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person’s airway is clear (check that nothing inside the person’s mouth or throat is blocking the airway).
 - Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person’s mouth to make a seal and give two slow breaths.
 - Watch for the person’s chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 4: Assist Emergency Responders. After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

DO’s and DON’Ts:

DO attend to the person’s breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO put the person in the “recovery position” on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON’T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON’T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON’T inject the person with any substance. The only safe and appropriate treatment is naloxone.

DON’T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

Procedures for Preventing Acts of Bullying and Cyber-bullying Education Code 48900(r).

Bullying is behavior that includes the use of any physical, verbal, electronic, written or other means. This intentional aggressive behavior, which may occur in person or online can have long term harmful effects. In addition to the risk of physical injury, victims of bullying are at risk for depression, anxiety, suicidal behavior, physical health problems, substance abuse into adulthood, low academic achievement, and poor social and school adjustment.

Cyberbullying is bullying by means of an “electronic act”. An electronic act is defined as the creation and transmission originated on or off YES Charter Academy site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(a) A message, text, sound, or image.

(b) A post on a social network Internet Web site, including, but not limited to:

(1) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in the first paragraph.

(2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the first paragraph. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(3) Creating a false profile for the purpose of having one or more of the effects listed in the first paragraph. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

According to research, bullying is considered a significant public health problem. National indicates that between 20 and 30 percent of children and youth are bullied at school each year, with certain vulnerable groups at even higher risk, including students with disabilities and LGBTQ youth. This intentional aggressive behavior, which may occur in person or online can have long term harmful effects. In addition to the risk of physical injury, victims of bullying are at risk for depression, anxiety, suicidal behavior, physical health problems, substance abuse into adulthood, low academic achievement, and poor social and school adjustment.

To combat this identified problem, YES Charter Academy follows the protocols and procedures:

- Restrict use of personal cell phones on campus
- Install and maintain cyber security software for student communication on school platforms
- Teach bully prevention and cyber bully prevention
- Teach cyber security and acceptable use of the internet
- Teach within the PBIS program the principles and practice of being a positive team player, responsible citizen, and kindness
- Encourage students to report bullying and cyberbullying
- Investigate all reports of bullying and cyberbullying

Parents should be aware of and monitor the social media posting and browsing of students. Social Media bullying occupies many different forums including Internet websites with free registration and ease of registration, internet websites offering peer to peer instant messaging, internet websites offering comment forums or sections, and internet websites offering image or video posting platforms.

Staff and Student Expectations

Any staff member that observes, overhears or otherwise witnesses bullying (including cyberbullying), harassment, or intimidation, or to whom such actions have been reported must take immediate and appropriate action to intervene when safe to do so. Students who observe, overhear, or otherwise witness such actions must report the behaviors to a staff member. If YES Charter Academy determines through due process that its policies prohibiting discrimination, harassment, intimidation or bullying have been violated, disciplinary action, up to and including expulsion (for students) or dismissal (for employees) may occur. Remedial actions, which are designed to end the harassment, prevent its recurrence and address its effects on the harassed student, will be provided to the victim.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

YES Charter will educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. YES Charter will also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Reports and Complaints

The principal or principal's designee is responsible for receiving and promptly investigating complaints alleging violations of this policy. All complaints of discrimination, harassment, intimidation, or bullying will be investigated and resolved within the timeline outlined in the YES Charter Academy Uniform Complaint Policy. The Uniform Complaint Policy also includes the appeal process for the complainant in case of a disagreement with the resolution of a complaint filed. The Uniform Complaint Form (Spanish translation) may be used but is not required in order to file a complaint.

Statewide resources will be posted on YES Charter website as follows:

[California Department of Education Bullying and Prevention Resources](#)
[School safety: Bullying and cyberbullying](#)

Response to Immigration Enforcement (Penal Code 627.2, 627.3)

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students.

The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site

by a law enforcement officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Responding to Requests for Immigration-Related Information or Documents

Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, district staff shall:

1. Record or otherwise document the request and notify the Superintendent or designee about the request
2. Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old
2. A description of the records to be disclosed
3. The reason for the release of information
4. The parties or class of parties receiving the information
5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Responding to Law Enforcement Officers on District Property

YES Charter Academy staff shall report the presence of any law enforcement officer on district property for immigration enforcement purposes to on-site district police and other appropriate administrators.

Unless a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall take the following actions when such an officer is actually or imminently present on district property for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action.
2. Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for, and then record or otherwise document, the officer's reason for being on district property
4. Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for district records
5. Contact and consult with the district's legal counsel or Principal or designee
6. Follow the directions from the district's legal counsel or Principal or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, YES Charter Academy staff shall comply with the officer's orders and immediately contact the Principal or designee and then the YES Charter Academy's legal counsel.

Regardless of whether the officer declares that exigent circumstances exist, district staff shall not attempt to physically impede the officer, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, YES Charter Academy staff shall document the officer's actions while on campus, but only to the extent that it does not impede the officer's actions.

After the officer leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:

1. A list or copy of the officer's credentials and contact information, if known
2. The identity of all other district staff known to have communicated with the officer
3. A description of the officer's request and activities
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge
5. District staff's response to the officer's request
6. Any further action taken by the officer
7. Copies of any documents presented by the officer

District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other district official designated by the Superintendent.

The district's legal counsel or the Superintendent or designee shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's response. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice

(BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

The Superintendent or designee may also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Safety Plan Review, Evaluation and Amendment Procedures

Ongoing review, evaluation and amendment of the School Safety Plan is accomplished through continuous discussion and reporting to the YES Council of Directors by the safety committee. The safety committee makes an annual review and updates to the plan that is reviewed and voted upon the YES Council of Directors.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Yuba County Sheriff, Fire, CHP, Ambulance	911	
Local Hospitals	Adventist Health	530 749-4300	
Emergency Services	Adventist Emergency	530 749-4511	
American National Red Cross	Red Cross	530 673-1460	
Other	Toxic Chemical Control	800 424-8802	
Law Enforcement/Fire/Paramedic	Yuba County Sheriff	530 749-7777	
Other	Victim Witness	530 741-6275	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee Review		See Notes/Calendar
Public Hearing		See Parent Square Announcement
Approval by YES COD		See COD Minutes

Yuba Environmental Science (YES) Charter Academy Incident Command System

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions: Management, Planning and intelligence, Operations, Logistics, Finance and Administration

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by YES Charter Academy principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The Incident Command Team (ICT) will identify the type of emergency.

Step Two: Identify the Level of Emergency

The ICT will determine whether the threat is Low, Medium or High.

Step Three: Determine the Immediate Response Action

The ICT will determine the immediate Response Action such as HARD LOCKDOWN, SOFT LOCKDOWN, SHELTER IN PLACE, EVACUATE or other depending upon the circumstances.

Step Four: Communicate the Appropriate Response Action

The ICT will communicate the appropriate response action to the authorities, emergency responders, and parents as the situation requires.

Types of Emergencies & Specific Procedures

Aircraft Crash

If you were witness to an airplane accident:

1. If able, call 9-1-1
 2. Notify office
 3. Move students to nearest safe area
- When an accident occurs, Site Administrator or Designee will immediately:
- a. Call 9-1-1
 - b. Contact YCOE
 - c. Assemble portions of the Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
 3. Consider evacuation of staff and students using the safest evacuation route.
 4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold."
 2. Following the accident, move students to the nearest safe location.
 3. If inside and classroom is unsafe evaluate students using safest route to assembly area
 4. Be ready to report missing, extra, or injured students.
 5. When able, check your "buddy."
 6. When able initiate extra duties as assigned After Emergency:
1. Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR."
- Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
 3. Send a message out to parents using ParentSquare.
 4. If student release is necessary, follow the release plan or students may return to their regular schedule.
 7. YES may provide psychological services to assist in the counseling of staff and students.

Animal Disturbance

Animal Disturbance -

We will follow the Emergency Response Protocols using the Lock Out procedure.

Armed Assault on Campus

Armed Assault on Campus

We will follow the Emergency Response Protocols using the Lock Down procedures.

1. Notify police department using 911
2. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
3. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
4. If the suspect is outside, try to keep him/ her outside. If it is safe, lock the entry doors.
5. A suspect should be considered armed, unstable and extremely dangerous.
6. Have a special/pre-arranged all-clear signal when the situation/school is safe/secure.

Biological or Chemical Release

Biological or Chemical Release -

1. Teacher/Aide- Have all students report to class.
2. Teacher/Aide- Call fire, medical rescue, or 911 for Emergency assistance.
3. Teacher/Aide- Shut off air conditioner, close doors and windows.
4. Teacher/Aide- Take roll.
5. Teacher/Aide- Notify School Attendance Clerk of any missing students.
6. Principal/Superintendent lead or assign designee.
7. Teacher/Aide-If walking is the only mode of evacuation, move cross- wind (never up or down- wind) to avoid fumes.
8. Principal/Superintendent or designee- Do not allow students and staff to return to YES Charter Academy until Fire Department Officials declare the area safe.
9. Principal/Superintendent or designee- Notify Associate Superintendent of the damage, injuries and decisions made. Take action to either:
 - a. Continue with regular program or
 - b. Proceed with evacuation or with alternate plans to stay on site.

Bomb Threat/ Threat Of violence

Bomb Threat Threat of Violence - "Lock Down" will consist of:

1. Teacher/Aide-Remain calm and keep the caller on the telephone as long as possible.
2. Teacher/ Aide-Complete as much of the BOMB THREAT CHECKLIST as possible.
3. Teacher/Aide-Notify the principal or designee of the bomb threat.
4. Principal/Superintendent or designee- May institute any or all of the following actions based on the information received by the person who took the bomb

threat call:
Caution all personnel against picking up any strange objects.

Call 911.

Request a building search by faculty or staff designated to perform this function in your emergency plan.

Look for unusual packages, boxes, objects or devices - something that does not belong.

When a suspicious object is found, notify the principal or designee.

School /Office personnel should not touch, jar, move, or in any way disturb the object found.

Secure the building and allow only authorized personnel to enter.

Do not allow students or staff to return to YES Charter Academy/office buildings until advised that it is safe by the Fire Department officials or the Sheriff's Department.

5. Principal or designee-Notify County Office of Education Superintendent of the damage, injuries and decisions made. Take action to either:

- a. Continue with regular program, or
- b. proceed with evacuation or with alternate plans to stay on site.

Bus Disaster

Bus Disaster-

"Lock Down" will consist of:

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.

2. Teachers direct any students in the halls to move into the nearest room and stay.

Teachers on break, collect your students and return to your classroom.

3. Take roll and note missing students.

4. Wait for information. Do not call the office unless you have information to give on a specific situation.

Personnel without students find the nearest room and stay there until notified.

4. Principal or designee will decide actions to be taken.

5. After the threat of imminent danger has passed, the Principal may instruct students and staff to leave the building, and go home.

6. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

Disorderly Conduct

Disorderly Conduct

Use the HEAR method of actions for de-escalating emotional situations:

- H Hear the person out. Let the frustrated customer tell their side of the story and vent their feelings.
- E Empathize, acknowledge and respond to customer's feelings.
- A. Ask/answer questions. Ask the customer questions to get the information you need to help with their situation.
- R Take responsibility for assisting in helping the customer to resolve the problem.

This type of threat should be evaluated very carefully as to the emotions at the time of the treat or the cause of the threat. This type of threat could easily escalate into violence. Precautions should be taken to avoid a one-on-one confrontation after a threat is received from a potentially dangerous individual. Always notify your supervisor, Department management, and Human Resources of personal threats.

When a threat comes from a co-worker, it may be appropriate for Human Resources to request an evaluation of the "aggressor's" personal employment history.

The principal or designee should interview the people who work directly with the potential aggressor to acquire information such as:

Does the person have ready access to weapons?

Has the individual been openly vocal about personal problems or work problems, or has he/she been making open threats?

If the threat is considered to be "real," Human Resources should notify law enforcement immediately.

REAL THREATS: You are physically confronted by a co-worker or client with intent and ability to do bodily harm. You must stay very calm and try to calm the person down verbally. Agree with the person, even if you disagree.

It is safer to agree than to force a confrontation.

Do not do anything to escalate the situation.

Try to notify other staff of the situation and the potential danger, without being obvious.

If possible dial 911; leave the line open if you cannot talk directly.

In most cases, Emergency operators will be able to listen and trace the call's origin.

Emphasize key words such as weapon, bomb, hostage and location to tip the police to your circumstances.

Ask questions that will direct the anger away from you.

Do everything you can to direct the person's anger to someone or something that is in another location.

You need to take as much time as you can to try to remove yourself from the threat or buy time to allow help to arrive.

The person you are dealing with may or may not be rational.

Be very careful not to make any sudden moves or show excitement in your voice. Be patient and calm.

Discussing the cause of the hostility may allow you to defuse the situation or provide you the opportunity to escape.

Earthquake

Earthquake

1. Principal or designee -Sound alarm signal

2. Teacher/Aide- Announce "Duck and Cover"
3. Teacher/Aide - Will facilitate the removal of the students from the buildings when the quake has subsided. Use bells (if operable) as a signal for action to leave the building. Take an Attendance log book, classroom Emergency Contact Binder and first aid kit.
4. Teacher/Aide - Will move students/staff to open areas away from buildings and utility wires. Administer first aid, if necessary.
5. Teacher/Aide Will take roll and identify any missing students/staff.
6. Principal or designee- Will inspect buildings for possible damage and/or injured people. Assign other personnel to assist in a thorough inspection of the facility.
7. Principal or designee- Will shut off gas, electricity, and water, if appropriate.
8. Principal or designee- Will get advice from competent authority about building safety. If necessary, the maintenance department will send help.
9. Principal or designee- Does not allow anyone to return to the building until approved by the Assistant Superintendent.
10. Teacher/Aide -Notify principal or designee of damage and injuries.
11. Principal or designee-Notify County Office of Education Superintendent of the damage, injuries and decisions made. Take action to either:
 - a. Continue with regular program, or
 - b. Proceed with evacuation or with alternate plan to stay on site

Explosion or Risk Of Explosion

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
 2. If able, call 9-1-1
 3. Notify the main office.
 4. If able, evacuate students to the nearest safe location.
- The Site Administrator, Program Manager or Designee will:
1. Activate the Site Incident Command Post which will, among other things;
 - a. Contact the fire department/9-1-1- for assistance
 - b. Contact Superintendent's Office
 - c. Assemble portions of the Incident Command team that can assist in small fires, immediate medical issues.
 2. If evacuation is necessary, check for the safest route.
 3. Caution should be taken to maintain a safe upwind position away from the fire.
 4. If the alarm is used, verify the situation with the fire department.
 5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel. Teachers will:
 1. Upon signal for evacuation, check first for the safest evacuation route to the assembly area.
 2. Place the appropriate color card on the door. (See below)

In each school location, during emergency situations, YCCPCS staff and teachers will communicate with **YES Charter Academy Safety Team**. Indicate "Shelter in Place" and that there is at least one person in the classroom with traumatic injury. Indicate "Shelter in Place" and that there is at least one person in the classroom with minor injury.

Indicate “Shelter in Place” and that there is at least one person in the classroom who is deceased.
Indicate “Shelter in Place” and that there are no circumstances that need to be immediately addressed. Indicate the classroom has been evacuated.
After Emergency:

1. Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.”
- Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
9. YES COD may provide psychological services to assist in the counseling of staff and students.

Fire in Surrounding Area

In case of a fire in the surrounding area, YES will prepare to evacuate students in coordination with the Yuba County OES, Office of Emergency Services and YCOE administration.

Evacuation will be done in two stages:

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus. Stage TWO Relocation: At the direction of the Site Administrator or Designee, all students and staff are relocated to a determined location off campus at time of event.

Evacuation Plan Checklist:

Detailed evacuation routes

Designated areas for each teacher and class

Areas of supervision

Transportation points (for busses and autos)

Student Release Area

Press Area TEAMS:

Crisis Response Team ? Student Release Team OTHER:

Emergency cards and census list (Always ready to be taken to student release area)

Parent/ Guardian sign out log or forms

Impaired mobility list (Location of these students throughout YES Charter Academy Day)

Classroom evacuation materials

Communication Plan (How teachers will communicate to the Safe School Leadership Team)

Fire on School Grounds

YES Charter Academy building has strategically placed, functioning fire extinguishers and a manual pull switch to activate the fire alarm. Evacuation routes are clearly posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal established can include "A possible fire has been reported in the building, please exit the building."
2. Order a verbal evacuation if the fire alarm does not sound.
3. Call 911.
4. Notify the principal/superintendent.
5. Stay calm and remain quiet. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. Walk - Do not run.
7. Teachers/aides will supervise egress from the classrooms into the designated evacuation areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In case of FIRE ONLY, close the doors upon evacuating.
10. Teachers/aides will take their roll books and emergency bags to the evacuation site, take roll, and complete an attendance report. Teachers will submit reports and identify any missing student(s).
11. If an emergency evacuation occurs when you are in the corridors, join the nearest class in leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The custodian/maintenance staff shall assist by shutting off gas valves, electricity, etc.
14. The administrative staff or designee will take the student emergency forms to the evacuation area.
15. Notify students and staff if and when it is safe to return to the YES Charter Academy site and/or building under the direction of the Fire Department and in consultation with the principal/superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

FIRE/WILDFIRE EVACUATION

I. PURPOSE

The purpose of this policy is to ensure that there are procedures in place to protect staff/students, office and school property in the event of a fire or wild fire on the site or threatening the community.

II. SCOPE

The policy outlines additional responsibilities and duties as well as procedures for staff responding to an impending wild fire on school or office sites.

III. CORE FUNCTIONS

YES Charter Academy is compliant with fire codes and inspections mandated by the YUBA County Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations.

A. Operational functions/procedures that may be activated

Operational functions that may be activated in the event of a fire or wild fire on a school site building or in close proximity include the following:

- Evacuation
 - Relocation
 - Shelter In Place
- 1. Incident Commander Actions**
- Issue evacuation order or Shelter in Place as recommended by local Fire Department.
 - Determine what procedures should be activated depending on the location and nature of the fire/wild fire.
 - Consult with local fire services and YUBA County Office of Emergency Services.
 - Notify site specific administrators and staff.
 - Designate a specific staff member to coordinate with public safety at the Incident Command Post.
 - Be available to deal with the media and bystanders.
 - Assist with Parent-Student Reunification if requested.

2. Staff Actions

- Assist with ordered evacuation
- Assist with Shelter in Place

B. Activating the safety plan for Fire/Wild Fire

The School Principal will determine the need to activate the safety plan and is the Incident Commander or will designate a temporary Incident Commander if necessary, until the local fire department or Office of Emergency Services assumes command.

1. Notify 911 and report fire

2. Incident Commander Actions

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation.

- Activate Shelter in Place Protocol if recommended by Fire Department
- Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions

- Follow evacuation/Shelter in Place protocol assisting students and staff.
- Review procedures with staff as needed.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by Incident Commander.
- Take appropriate action to safeguard office and school property.
- Document all actions taken.

4. Staff actions

- Execute evacuation and relocation or Shelter in Place procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify Principal.
- Whenever the fire alarm is sounded, all students, staff, teachers and other employees shall quickly leave the building in an orderly manner. Administration or designee shall ascertain that no student remains in the building.
- Designate evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

DRILLS: The School Principal shall hold fire drills at least once a month in all elementary and middle schools. The School Principal or designee shall keep a copy of each drill conducted and file a copy.

B. Shelter in Place (Wild fire)

Shelter-in-Place responds to the threat of a fast-moving firestorm or wildfire. In the event that evacuation is impossible, Protective Actions are implemented as a response to an imminent hazard to protect students, staff, and all other personnel in and around the school from the potential consequences of the pending threat. In the event of a firestorm local fire fighters will “defend” the space designated.

1.Notification may come from law enforcement, fire services or administration

2.Shelter-in-Place Procedures:

Activate the Incident Response Team

- Operations team
 - First Aid
 - Attendance
 - Special needs students
 - Fire suppression
 - Reunification
 - Ingress/egress of doors
- Logistics team
 - Water hoses
 - Fire Extinguishers
 - Flashlights
 - Radio
 - Food
 - Water
 - Trauma bags

C. Staff Assignments (know your role)

- Students should NOT leave the campus, parents should NOT attempt to come to the campus. Ingress/egress must be kept clear for first responders.
- Close classroom doors but leave unlocked
- Move all staff and students to designated interior rooms (i.e. Building 2 Theater) for shelter-in-place (Keep classes together with assigned teacher).
- Designated staff should bring updated attendance reports, grab-and-go bag, Automatic External Defibrillators (AEDs), and other equipment to the shelter-in-place location
- Take attendance and report it to the principal/designee.
- Be prepared for power outages
- Monitor students and attempt to keep them calm

D. Administrative Procedures

- Activate Incident Response Team
- Alert district offices and Superintendent of Schools of shelter-in-place status.
- Initiate an all-call to parent/guardians to alert of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-

place.

- Initiate an all-call and email of status report to all staff.
- Remain in communication with law enforcement and fire service for frequent updates.
- Keep staff and parents informed with updated information.
- Be prepared for reunification protocol
- Keep up to date with injuries, missing students, etc.

Clear Shelter-in-place when advised by law enforcement. Shelter-in-place may be cleared via PA system.

Flooding

When notification of imminent flooding occurs, Site Administrator or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. Contact Superintendent's Office for instructions
 - b. Assemble portions of the Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
 - c. Listen to news on battery operated radio.
 2. Determine need and ability to evacuate staff and students.
 3. Check evacuation routes for safety.
 4. Cancel all scheduled outside events
 5. Stay in control of all site activities
- Teachers will:
1. If evacuation is ordered, follow the plan. Follow instructions of the principal or designee.
 2. Be prepared to report missing, extra or injured students.
 3. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.
 2. Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR."
- Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
 3. Send a message out to parents using ParentSquare.
 4. Student release is necessary, follow the release plan
 8. YES COD may provide psychological services to assist in the counseling of staff and students.

Loss or Failure Of Utilities

Loss or Failure Of Utilities

In the event of a power outage, the Principal will notify the Business Administrator

1. Determine if entire building is without power; If it is:

2. Are neighboring buildings without power? If they are: Contact PG&E to verify the reason and expected length of outage.
3. If the problem is internal, the Business Administrator will contact the maintenance department of an electrical contractor.
4. Teacher/Assistant- team members will check the building for people needing assistance.

Motor Vehicle Crash

Motor Vehicle Crash- “Lock Down” consists of:

1. Teacher/ Aide- Will keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.

2. Teacher/ Aide- Will direct any students in the halls to move into the nearest room and stay.

Teachers on break, collect your students and return to your classroom.

3. Teacher/Aide- Will take roll and note missing students.

4. Teacher/ Aide- Will wait for information. Do not call the office unless you have information to give on a specific situation.

Personnel without students find the nearest room and stay there until notified.

5. Principal or designee will decide actions to be taken.

After the threat of imminent danger has passed, the Principal may instruct students and staff to leave the building, and go home.

6. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

Pandemic

In case of Pandemic, follow guidance by local, state, and national health officials. Guidance by the local Bi-Counties Health Department will be communicated through the Yuba County Office of Education. Be prepared to pivot to distance learning by having lessons available through Google Classroom, and by having one to one student electronics.

When students are permitted to return to in person learning, have a supply of PPE on hand. Divide students into cohorts, and prepare campus for physical distancing. Have a mask policy in place. For more detailed information, refer to YES COVID Prevention Plan, and YES COVID 19 School Guidelines Checklist.

Psychological Trauma

Psychological Trauma

YES Charter Academy does not have an onsite counselor, as we contract with an online service.

We will reach out to a local provider such as Sierra Family Health Center, Yuba-Sutter Behavioral Health Prevention and Early Intervention, or Victor Services for an in-person social worker.

The social worker will meet with the students affected and take steps to inform appropriate personnel. **YES Charter Academy** will always provide follow-up care to the students impacted.

Suspected Contamination of Food or Water

Suspected Contamination of Food or Water

We will follow the Emergency Response Protocols using the evacuation procedures and we will release the students to their parents/guardians. We will follow directives from the county office and local officials before allowing students back on campus.

Tactical Responses to Criminal Incidents

Any portion of a safety plan that addresses tactical responses to criminal incidents... including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by school administrators. In developing such strategies, administrators shall consult with law enforcement officials and), if they choose to participate. However, those portions of the safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The principal or designee shall share the safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities.

Unlawful Demonstration or Walkout

Unlawful Demonstration or Walkout

YES Charter Academy would allow students to peacefully assemble.

If they choose to walk off the campus, one member of YES Charter Academy staff will accompany them to ensure their safety.

We will notify the local county sheriff's office to accompany us to help ensure student safety as they navigate through trafficked areas.

Emergency Evacuation Map

Adaptation for Students with Disabilities (Ed. Code § 32282(a)(2)(B)(i)).

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities will also have a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

General Strategies for Assisting Individuals with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapor immediately.

To alert visually impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell the person where you are going, obstacles you encounter.

When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain a person's attention -OR-
- Indicate directions with gestures -OR-

Write a note with **EVACUATION** directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate** these individuals as injured persons.
 - Assist and accompany to **EVACUATION** site, if possible -OR-
 - Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individuals to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
Reunite the person with the wheelchair as soon as it is safe to do so.

Reunification Plan

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

4910-6482-3325, v. 1

YES FY25-26 Budget

CATEGORY	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	CURRENT YEAR REVISION #2
TOTAL ENROLLMENT	200	200	195
AVERAGE DAILY ATTENDANCE	190.0	190.0	185.3
State LCFF Revenue	2,682,753	2,726,943	2,589,823
Federal Revenue	196,661	259,590	261,941
Other State Revenue	1,107,598	1,245,375	1,304,806
Local Revenue	199,615	202,715	202,715
TOTAL REVENUE	4,186,627	4,434,623	4,359,285
Certificated Salaries	1,147,671	1,147,671	1,137,671
Classified Salaries	922,040	883,114	939,937
Benefits	530,147	518,750	534,901
TOTAL PERSONNEL EXPENSES	2,599,857	2,549,535	2,612,508
Books and Supplies	311,144	436,144	438,044
Services and Other Operat	937,608	963,049	1,094,678
Capital Outlay	221,470	221,470	221,470
Other Outgoing	9,600	9,600	9,600
TOTAL OTHER EXPENSES	1,479,822	1,630,263	1,763,792
TOTAL EXPENSES	4,079,679	4,179,799	4,376,300
SURPLUS\ (DEFICIT)	106,948	254,825	(17,015)
% of Expenses	2.6%	6.1%	-0.4%
BEGINNING FUND BALANC	\$ 1,856,428	\$ 1,856,428	\$ 1,856,428
ENDING BALANCE	\$ 1,963,376	\$ 2,111,253	\$ 1,839,413
% of Expenses	48%	51%	42%

REVENUE

EXPENSES

SUMMARY

	FY26-27	FY27-28
	219	238
	208.1	226.1
\$	3,112,496	\$ 3,505,606
\$	269,499	\$ 277,284
\$	1,231,981	\$ 1,098,240
\$	164,796	\$ 169,740
\$	4,778,773	\$ 5,050,870
\$	1,267,658	\$ 1,403,274
\$	1,043,950	\$ 1,108,464
\$	600,581	\$ 654,908
\$	2,912,189	\$ 3,166,646
\$	394,816	\$ 386,660
\$	1,022,372	\$ 1,055,343
\$	228,114	\$ 234,958
\$	9,888	\$ 10,185
\$	1,655,189	\$ 1,687,145
\$	4,567,379	\$ 4,853,791
	211,394	197,079
	4.6%	4.1%
\$	1,839,413	\$ 2,050,807
\$	2,050,807	\$ 2,247,886
	45%	46%

GRADE	FY25-26	CURRENT YEAR REVISION #1	CURRENT YEAR REVISION #2	FY26-27	FY27-28
	ENROLLMENT BY GRADE				
TK	10	10	9	10	10
K	10	10	10	10	10
1	15	15	15	16	17
2	18	18	18	17	17
3	20	20	20	19	19
4	20	20	20	22	21
5	18	18	18	22	22
6	23	23	23	20	23
7	20	20	20	21	22
8	20	20	20	21	22
9	14	14	14	17	18
10	12	12	8	14	15
11	0	0	0	10	12
12	0	0	0	0	10
TOTAL	200	200	195	219	238

GRADE	DAILY ATTENDANCE RATE				
	TK	95.00%	95.00%	95.00%	95.00%
K	95.00%	95.00%	95.00%	95.00%	95.00%
1	95.00%	95.00%	95.00%	95.00%	95.00%
2	95.00%	95.00%	95.00%	95.00%	95.00%
3	95.00%	95.00%	95.00%	95.00%	95.00%
4	95.00%	95.00%	95.00%	95.00%	95.00%
5	95.00%	95.00%	95.00%	95.00%	95.00%
6	95.00%	95.00%	95.00%	95.00%	95.00%
7	95.00%	95.00%	95.00%	95.00%	95.00%
8	95.00%	95.00%	95.00%	95.00%	95.00%
9	95.00%	95.00%	95.00%	95.00%	95.00%
10	95.00%	95.00%	95.00%	95.00%	95.00%
11	95.00%	95.00%	95.00%	95.00%	95.00%

12	95.00%	95.00%	95.00%	95.00%	95.00%
OVERALL AVG	95.00%	95.00%	95.00%	95.00%	95.00%

AVG DAILY ATTENDANCE BY GRADE					
TK	9.5	9.5	8.6	9.50	9.50
K	9.50	9.50	9.50	9.50	9.50
1	14.25	14.25	14.25	15.20	16.15
2	17.10	17.10	17.10	16.15	16.15
3	19.00	19.00	19.00	18.05	18.05
4	19.00	19.00	19.00	20.90	19.95
5	17.10	17.10	17.10	20.90	20.90
6	21.85	21.85	21.85	19.00	21.85
7	19.00	19.00	19.00	19.95	20.90
8	19.00	19.00	19.00	19.95	20.90
9	13.30	13.30	13.30	16.15	17.10
10	11.40	11.40	7.60	13.30	14.25
11	-	-	-	9.50	11.40
12	-	-	-	-	9.50
TOTAL	190.0	190.00	185.25	208.05	226.10

AVG DAILY ATTENDANCE BY GRADE RANGE					
TK-3	69.35	69.35	68.40	68.40	69.35
4-6	57.95	57.95	57.95	60.80	62.70
7-8	38.00	38.00	38.00	39.90	41.80
9-12	24.70	24.70	20.90	38.95	52.25
TOTAL	190.00	190.00	185.25	208.05	226.10

ACCT RESOURCE	ACCOUNT NAME	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	CURRENT YEAR REVISION #2	FY26-27	FY27-28
LCFF		v.26.1c 6.13.25	v.26.2 12.5.25	v.26.2a 03.04.26	2.41%	3.06%
8011	LCFF Revenues	1,785,926.00	1,531,873	1,481,064	1,786,026	2,038,801
8012	Education Protection Account Revenue	384,207.00	677,138	660,209	759,335	850,466
8019	Prior Year Income/Adjustments			(56,434)		
8096	Charter Schools Funding In-Lieu of Property Taxes	512,620	517,932	504,984	567,135	616,339
80XX	---					
80XX	---					
	TOTAL LCFF REVENUE	2,682,753	2,726,943	2,589,823	3,112,496	3,505,606

FEDERAL					3%	3%
8181	3310 Special Education - Entitlement	-	-	-	-	-
8182	3327 Special Education - Mental Health	-	-	-	-	-
8220	5310 Federal Child Nutrition Programs	98,838.00	160,000	160,000	164,800	169,744
8290	8290 All Other Federal Revenue	25,452	25,452	25,452	26,216	27,002
8291	3010 Title I Federal Revenue	56,788.00	56,788	59,145	60,919	62,747
8292	4035 Title II	5,583.00	7,350	7,344	7,564	7,791
8293	4203 Title III Federal Revenue	-	-	-	-	-
8294	4127 Title IV	10,000.00	10,000	10,000	10,000	10,000
8295	Title V Federal Revenue	-	-	-	-	-
8299	Prior Year Federal	-	-	-	-	-
80XX	---					
	TOTAL FEDERAL REVENUE	196,661	259,590	261,941	269,499	277,284

OTHER FEDERAL REVENUE ACCT BREAKDOWN						
8290	5810 REAP Grant	25,452.00	25,452	25,452	26,216	27,002
8290						
	TOTAL OTHER FEDERAL REVENUE ACCT BREAKDOWN	25,452	25,452	25,452	26,216	27,002

OTHER STATE						
					3%	3%
8520	5310 State Child Nutrition Program	77,000	77,000	77,000	79,310	81,689
8550	Mandated Block Grant	4,808	4,808	4,571	4,708	4,849
8560	1100(191),6300 State Lottery Revenue	51,870	51,870	50,573	52,090	53,653
8590	All Other State Revenues	642,728	780,505	840,938	754,745	606,686
8591	6030 SB 740 Revenue	136,099	136,099	136,099	140,182	144,387
8599	Prior Year State Income	-	-	532	-	-
8791	6500 SPED State/Other Transfers of Apportionments from D	195,093	195,093	195,093	200,946	206,974
8792	6500 SPED State/Other Transfers of Apportionments from C	-	-	-	-	-
8596	6010 ASES	-	-	-	-	-
80XX	---					
80XX	---					
	TOTAL OTHER STATE REVENUE	1,107,598	1,245,375	1,304,806	1,231,981	1,098,240

OTHER STATE REVENUE ACCT BREAKDOWN						
8590	6770 Prop 28 Arts & Music	26,143.00	34,447	34,447	35,480	36,545
8590	6546 State Mental Health	13,522.00	14,556	16,236	16,723	17,225
8590	7399 Equity Multiplier	197,016.00	197,016	255,769	263,442	271,345

8590	6762	Arts & Music BG	25,356.00	-	-	-	-	-	-
8590	2600	ELOP	259,171.00	265,408	265,408	273,370	281,571	-	-
8590	7435	Learning Recovery Emergency BG	58,567.00	58,567	58,567	40,729	-	-	-
8590	6019	Student Support & Professional Development BG	62,952.70	53,697	53,697	-	-	-	-
8590	7435	Learning Recovery Emergency BG - Repayment	-	10,508	10,508	-	-	-	-
8590	6388	K-12 Stong Workforce Program	-	125,000	125,000	125,000	-	-	-
8590	6266	Educator Effectiveness	-	21,306	21,306	-	-	-	-
TOTAL OTHER STATE REVENUE ACCT BREAKDOWN			642,728	780,505	840,938	754,745	606,686		

LOCAL									
8660		Interest Income	-	-	-	-	-	-	3%
8682		Foundation Grants/Donations	174,000	174,000	174,000	135,220	139,277	-	-
8684		Student Body (ASB) Fundraising Revenue	-	-	-	-	-	-	-
8685		School Site Fundraising	8,715	8,715	8,715	8,976	9,246	-	-
8688		In Kind Contributions	-	-	-	-	-	-	-
8694		Field Trip Revenues	-	-	-	-	-	-	-
8698		E-rate Revenues	8,900	12,000	12,000	12,360	12,731	-	-
8699		All Other Local Revenue	8,000	8,000	8,000	8,240	8,487	-	-
80XX		...	-	-	-	-	-	-	-
TOTAL LOCAL REVENUE			199,615	202,715	202,715	164,796	169,740		
TOTAL REVENUE			4,186,627	4,434,623	4,359,285	4,778,773	5,050,870		

1000 - CERTIFICATED EMPLOYEES									
1100		Teachers' Salaries	961,429	961,429	961,429	1,086,436	1,217,071	-	3%
1105		Teachers' Bonuses	-	-	-	-	-	-	-
1106		Teachers Stipends	-	-	-	-	-	-	-
1120		Substitute Expense	30,000	30,000	20,000	20,600	21,200	-	-
1121		Teachers' Salaries short term subs	-	-	-	-	-	-	-
1122		Short Term Subs	-	-	-	-	-	-	-
1123		Teachers' Salaries long term subs	-	-	-	-	-	-	-
1200		Certificated Pupil Support Salaries	34,900	34,900	34,900	35,887	36,874	-	-
1300		Certificated Supervisor and Administrator Salaries	121,342	121,342	121,342	124,735	128,129	-	-
1305		Certificated Supervisor and Administrator Bonuses	-	-	-	-	-	-	-
1900		Other Certificated Salaries	-	-	-	-	-	-	-
1910		Other Certificated Overtime	-	-	-	-	-	-	-
TOTAL CERTIFICATED EMPLOYEE EXPENSES			1,147,671	1,147,671	1,137,671	1,267,658	1,403,274		

2000 - CLASSIFIED EMPLOYEES									
2100		Instructional Aide Salaries	325,815	176,407	183,967	200,444	231,967	-	3%
2103		Classified Long Term Sub	-	-	-	-	-	-	-
2105		Instructional Aide Bonus	-	-	-	-	-	-	-
2110		Instructional Aide Overtime	-	-	-	-	-	-	-
2200		Classified Support Salaries (Maintenance, Food)	225,406	279,019	373,044	397,887	418,090	-	-
2205		Classified Support Salaries Bonus	-	-	-	-	-	-	-
2210		Classified Support Overtime	-	-	-	-	-	-	-
2300		Classified Supervisor and Administrator Salaries	-	46,250	84,400	86,800	89,200	-	-
2305		Classified Supervisor and Admin Bonus	-	-	-	-	-	-	-
2400		Clerical, Technical, and Office Staff Salaries	349,580	293,580	210,668	290,212	298,613	-	-
2405		Clerical Technical and Office Staff Bonus	-	-	-	-	-	-	-
2410		Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-

2900	Other Classified Salaries (Noon and Yard Sup, etc.)	21,238	87,857	87,857	68,607	70,595
2901	Other Classified Salaries Substitute	-	-	-	-	-
2905	Other Stipends	-	-	-	-	-
2910	Other Classified Overtime	-	-	-	-	-
TOTAL CLASSIFIED EMPLOYEE EXPENSES		922,040	883,114	939,937	1,043,950	1,108,464

3000 - EMPLOYEE BENEFITS						
					3%	3%
3101	State Teachers' Retirement System, certificated positio	206,809	206,809	206,809	231,334	256,933
3102	Employer STRS Classified	-	-	-	-	-
3201	Employer PERS Certificated	-	-	-	-	-
3202	Public Employees' Retirement System, classified positio	-	-	-	-	-
3301	OASDI/Medicare Certified, Unrestricted	20,665	20,665	19,900	21,883	23,948
3302	OASDI/Medicare Classified	70,536	67,558	71,905	79,862	84,798
3401	Health & Welfare Benefits, Certificated	136,980	127,848	127,848	146,112	164,376
3402	Health & Welfare Benefits Classified	63,924	63,924	63,924	73,056	73,056
3501	State Unemployment Insurance Certified	8,172	8,626	8,626	9,534	10,442
3502	State Unemployment Insurance Classified	12,712	13,166	14,074	14,528	14,982
3601	Worker Compensation Insurance	5,738	5,738	11,946	13,310	14,734
3602	Worker Compensation Insurance	4,610	4,416	9,869	10,961	11,639
3701	OPEB benefits	-	-	-	-	-
3901	Other Employee Benefits	-	-	-	-	-
TOTAL EMPLOYEE BENEFITS EXPENSES		530,147	518,750	534,901	600,581	654,908
TOTAL PAYROLL RELATED EXPENSES		2,599,857	2,549,535	2,612,508	2,912,189	3,166,646

4000 - BOOKS AND SUPPLIES						
					3%	3%
4100	Approved Textbooks and Core Curriculum	10,000	65,000	66,100	25,000	25,750
4200	Books and Other Reference Materials	3,817	3,817	3,217	3,314	3,413
4300	Materials and Supplies	31,500	51,500	41,000	42,230	23,497
4315	Classroom Materials and Supplies	20,301	20,301	30,301	31,210	32,146
4381	Materials for Plant Maintenance	15,000	15,000	14,000	14,420	14,853
4382	Transportation Fuel & Related Parts	70,000	70,000	70,000	72,100	74,263
4400	Noncapitalized Equipment	20,000	25,000	27,500	20,600	21,218
4410	Software and Software Licensing	15,000	15,000	15,000	15,450	15,914
4430	Noncapitalized Student Equipment	15,526	20,526	20,926	15,992	16,472
4700	Food and Food Supplies	110,000	150,000	150,000	154,500	159,135
TOTAL BOOKS AND SUPPLIES		311,144	436,144	438,044	394,816	386,660

5000 - SERVICES AND OTHER OPERATING EXPENSES						
					3%	3%
5200	Travel and Conferences	8,231	8,231	8,231	8,478	8,732
5210	Training and Development Expense	85,740	85,740	87,440	90,063	92,765
5300	Dues and Memberships	19,962	19,962	26,462	27,256	28,074
5400	Insurance	63,000	63,000	63,000	64,890	66,837
5500	Operation and Housekeeping Services	30,000	30,000	30,000	30,900	31,827
5501	Utilities	60,000	60,000	57,300	59,019	60,790
5600	Space Rental/Leases Expense	210,000	210,000	204,500	216,135	222,619
5601	Building Maintenance	34,162	34,162	28,662	11,860	12,216
5602	Other Space Rental	-	-	525	-	-
5603	Engagement Space Rental	-	-	-	-	-
5605	Equipment Rental/Lease Expense	25,080	25,080	25,080	25,832	26,607
5610	Equipment Repair	5,000	5,000	5,000	5,150	5,305

5800	Professional/Consulting Services and Operating Expend	44,450	44,450	82,450	74,924	77,171
5803	Banking and Payroll Service Fees	26,275	26,275	25,750	26,523	27,318
5805	Legal Services	20,300	20,300	31,300	18,000	18,540
5806	Audit Services	24,500	24,500	24,500	25,235	25,992
5810	Educational Consultants	125,000	150,000	238,500	175,000	180,250
5811	Student Transportation	-	-	-	-	-
5812	Other Student Activities	1,000	1,000	3,000	3,090	3,183
5815	Advertising/Recruiting	5,000	5,000	5,000	5,150	5,305
5820	Fundraising Expense	4,720	4,720	4,720	4,862	5,007
5830	Field Trip Expenses	8,000	8,000	7,000	7,210	7,426
5873	Financial Services	85,000	85,000	85,000	90,000	95,000
5874	Personnel Services	1,180	1,180	1,180	1,215	1,252
5875	District Oversight Fee	26,828	27,269	25,898	26,675	27,475
5877	IT Services	8,140	8,140	8,140	8,384	8,636
5890	Interest Expense/Fees	330	330	330	340	350
5900	Communications (Tele., Internet, Copies, Postage, Mess	15,710	15,710	15,710	16,181	16,667
50XX	---	-	-	-	-	-
	TOTAL SERVICES AND OTHER OPERATING EXPENSES	937,608	963,049	1,094,678	1,022,372	1,055,343

6000 - CAPITAL OUTLAY						
6900	Depreciation Expense	221,470	221,470	221,470	228,114	234,958
6901	Amortization Expense	-	-	-	-	-
	TOTAL CAPITAL OUTLAY EXPENSES	221,470	221,470	221,470	228,114	234,958

7000 - OTHER OUTGOING						
7438	Debt Service - Interest	9,600	9,600	9,600	9,888	10,185
	TOTAL OTHER OUTGOING EXPENSES	9,600	9,600	9,600	9,888	10,185
	TOTAL NON-PAYROLL EXPENSES	1,479,822	1,630,263	1,763,792	1,655,189	1,687,145

TOTAL EXPENSES	4,079,679	4,179,799	4,376,300	4,567,379	4,853,791
NET INCOME	106,948	254,825	(17,015)	211,394	197,079