

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information - Most Recent Year

School	
School Name	Yuba River Charter
Street	505 Main St.
City, State, Zip	Nevada City, Ca, 95959
Phone Number	530-265-6060
Principal	Mr. Ron Charles
E-mail Address	roncharles@yubariverschool.org
Web Site	www.yubariverschool.org
County-District-School (CDS) Code	29102980114322

District	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Web Site	http://www.nevco.k12.ca.us
Superintendent First Name	Holly
Superintendent Last Name	Hermansen
E-mail Address	holly@nevco.k12.ca.us

Last updated: 1/23/2015

School Description and Mission Statement (Most Recent Year)

Yuba River Charter School provides K-8 public Waldorf education that nurtures the physical, emotional and intellectual capacities of the child through a developmentally appropriate curriculum. YRCS brings forth the academic, social, artistic, and practical abilities that will enable each child to become a self-reliant individual capable of recognizing their highest human potential as they serve in an ever-changing and socially diverse world.

Our Vision:

Yuba River Charter School is a community of teachers and families uniting to inspire a love of life and learning for the whole child for the whole world. We endeavor to develop free human beings who are able to impart meaning and direction to their lives.

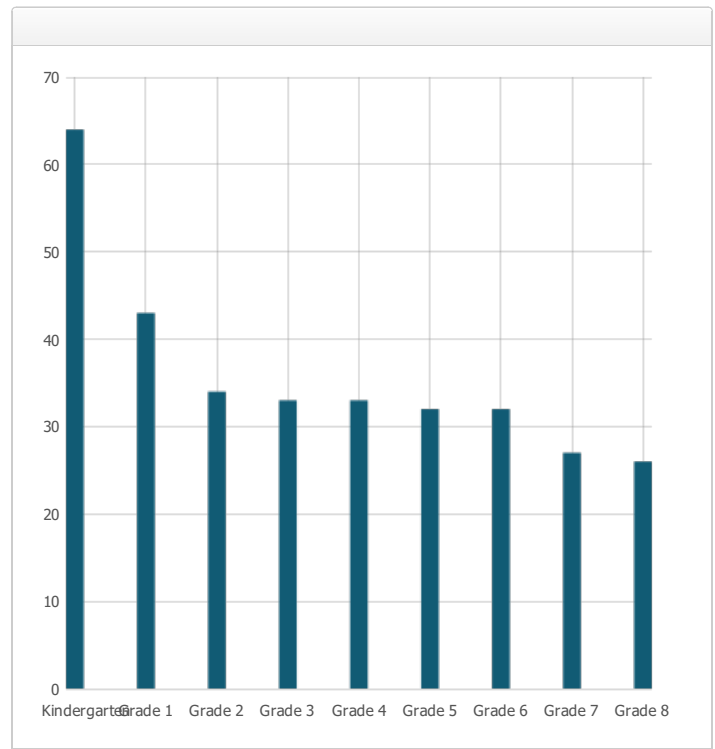
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Last updated: 1/23/2015

Student Enrollment by Grade Level (School Year 2013-14)

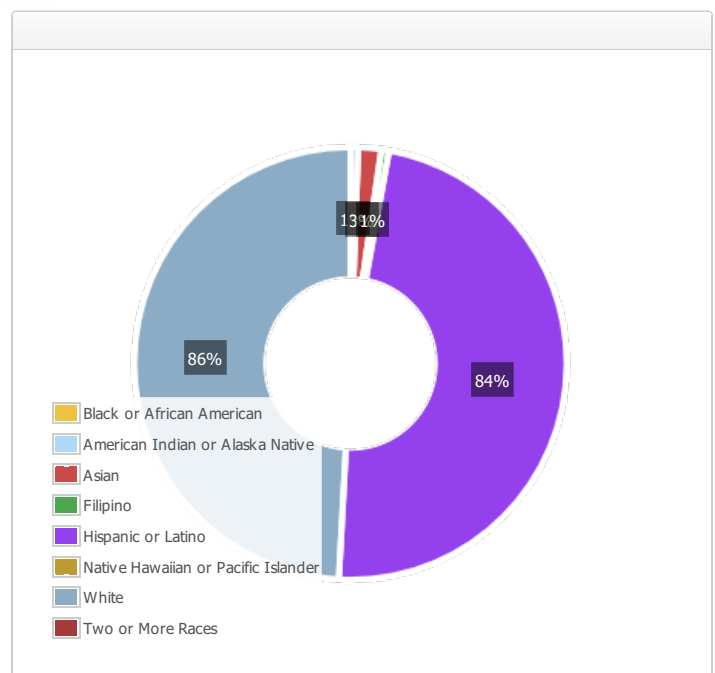
Grade Level	Number of Students
Kindergarten	64
Grade 1	43
Grade 2	34
Grade 3	33
Grade 4	33
Grade 5	32
Grade 6	32
Grade 7	27
Grade 8	26
Total Enrollment	324



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.9
Asian	3.1
Filipino	1.0
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.6
White	86.7
Two or More Races	0.0
Socioeconomically Disadvantaged	51.9
English Learners	0.0
Students with Disabilities	10.2



Last updated: 1/23/2015

A. Conditions of Learning

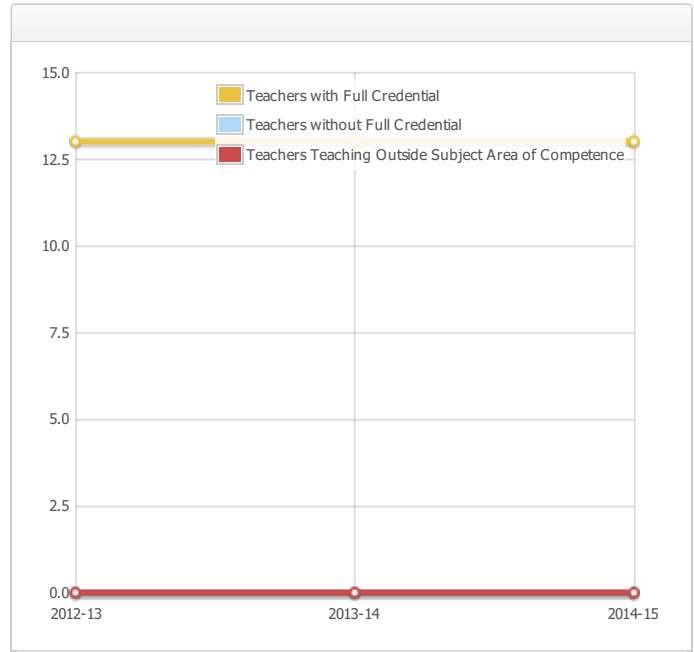
State Priority: Basic

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

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

Teacher Credentials

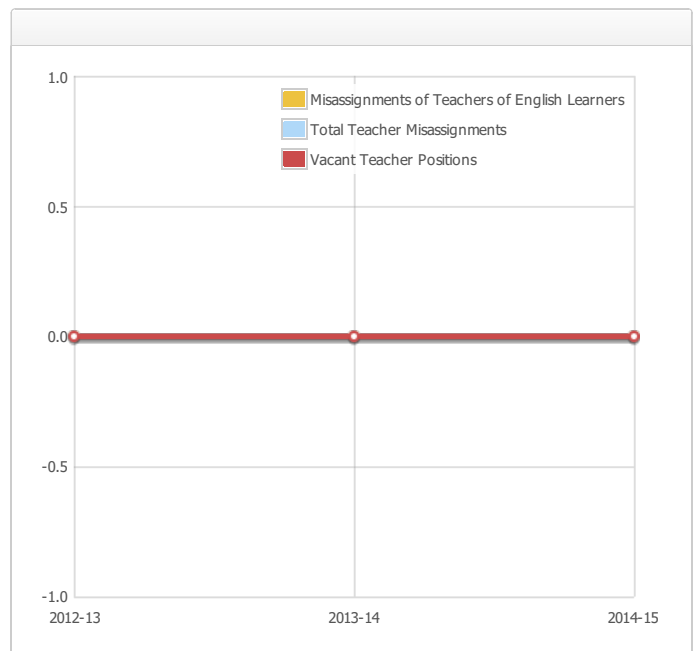
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	13	13	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	61	40
High-Poverty Schools in District	61	40
Low-Poverty Schools in District	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child as presented by Dr. Rudolf Steiner, the founder of Waldorf Education.</p> <p>At the heart of that model is the conviction that education is an art. Whether the subject is arithmetic, history, or physics, the presentation must live--it must speak to the child's experience and observation of the world. First, in this method, comes the encounter, then encounter becomes experience and out of the experience the concept crystallizes. Encounter/experience, concept/perception, feeling/idea: these are the three steps in every genuine learning process. As such, the education at YRCS stresses the natural developmental rhythms of the child.</p> <p>Teachers often lead the same group of children through the grades from 1-5, and 6-8 loops, fostering mutual respect and enhancing the teacher's ability to meet each child's needs as they unfold. The academic curriculum integrates the arts, drama, painting, and music, drawing and modeling. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>Each day begins with a two-hour main lesson. The main lesson is taught for a three or four-week block, and is often continued later in the term. Textbooks are not typically used in the elementary grades, but rather, the teacher creates a presentation and the children make their own books for each subject taught. These beautiful main lesson books are an important way in which art is integrated into everyday learning. Specialty subjects make up the remainder of the day. These subjects, often taught by specialty teachers, include foreign languages, music, eurhythmy, and artistic and practical activities. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>		0.0
Mathematics	<p>The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child as presented by Dr. Rudolf Steiner, the founder of Waldorf Education.</p> <p>At the heart of that model is the conviction that education is an art. Whether the subject is arithmetic, history, or physics, the presentation must live--it must speak to the child's experience and observation of the world. First, in this method, comes the encounter, then encounter becomes experience and out of the experience the concept crystallizes. Encounter/experience, concept/perception, feeling/idea: these are the three steps in every genuine learning process. As such, the education at YRCS stresses the natural developmental rhythms of the child.</p> <p>Teachers often lead the same group of children through the grades from 1-5, and 6-8 loops, fostering mutual respect and enhancing the teacher's ability to meet each child's needs as they unfold. The academic curriculum integrates the arts, drama, painting, and music, drawing and modeling. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>Each day begins with a two-hour main lesson. The main lesson is taught for a three or four-week block, and is often continued later in the term. Textbooks are not typically used in the elementary grades, but rather, the teacher creates a presentation and the children make their own books for each subject taught. These beautiful main lesson books are an important way in which art is integrated into everyday learning. Specialty subjects make up the remainder of the day. These subjects, often taught by specialty teachers, include foreign languages, music, eurhythmy, and artistic and practical activities. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>		0.0
Science	<p>The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child as presented by Dr. Rudolf Steiner, the founder of Waldorf Education.</p>		0.0

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History-Social Science

0.0

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Foreign Language

0.0

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Health

0.0

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Visual and Performing Arts	<p>The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child as presented by Dr. Rudolf Steiner, the founder of Waldorf Education.</p> <p>At the heart of that model is the conviction that education is an art. Whether the subject is arithmetic, history, or physics, the presentation must live--it must speak to the child's experience and observation of the world. First, in this method, comes the encounter, then encounter becomes experience and out of the experience the concept crystallizes. Encounter/experience, concept/perception, feeling/idea: these are the three steps in every genuine learning process. As such, the education at YRCS stresses the natural developmental rhythms of the child.</p> <p>Teachers often lead the same group of children through the grades from 1-5, and 6-8 loops, fostering mutual respect and enhancing the teacher's ability to meet each child's needs as they unfold. The academic curriculum integrates the arts, drama, painting, and music, drawing and modeling. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>Each day begins with a two-hour main lesson. The main lesson is taught for a three or four-week block, and is often continued later in the term. Textbooks are not typically used in the elementary grades, but rather, the teacher creates a presentation and the children make their own books for each subject taught. These beautiful main lesson books are an important way in which art is integrated into everyday learning. Specialty subjects make up the remainder of the day. These subjects, often taught by specialty teachers, include foreign languages, music, eurhythmy, and artistic and practical activities. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>	0.0
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Science Lab Eqpmt(9-12)	<p>The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child as presented by Dr. Rudolf Steiner, the founder of Waldorf Education.</p> <p>At the heart of that model is the conviction that education is an art. Whether the subject is arithmetic, history, or physics, the presentation must live--it must speak to the child's experience and observation of the world. First, in this method, comes the encounter, then encounter becomes experience and out of the experience the concept crystallizes. Encounter/experience, concept/perception, feeling/idea: these are the three steps in every genuine learning process. As such, the education at YRCS stresses the natural developmental rhythms of the child.</p> <p>Teachers often lead the same group of children through the grades from 1-5, and 6-8 loops, fostering mutual respect and enhancing the teacher's ability to meet each child's needs as they unfold. The academic curriculum integrates the arts, drama, painting, and music, drawing and modeling. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>Each day begins with a two-hour main lesson. The main lesson is taught for a three or four-week block, and is often continued later in the term. Textbooks are not typically used in the elementary grades, but rather, the teacher creates a presentation and the children make their own books for each subject taught. These beautiful main lesson books are an important way in which art is integrated into everyday learning. Specialty subjects make up the remainder of the day. These subjects, often taught by specialty teachers, include foreign languages, music, eurhythmy, and artistic and practical activities. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>	0.0
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Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Yuba River Charter School recently moved into a new school site. This is our fourth year in this site, formerly Nevada City Elementary. The Nevada City School District went through the building prior to leasing it to YRCS and took care of any issues they saw. We have a HVAC contract, which was inspected in August 2011 as were the fire risers and sprinkler system. We have an on-site maintenance person two days a week that takes care of all mechanical, electrical, external, structural and safety issues as they arise. The school is inspected by the District maintenance person annually and in the last inspection everything was in good status with no needed repairs or action. The last inspection was done in July 2013. See Nevada City School District for last inspection on file.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	36	58	44	44	44	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Students at the School	44
Male	50
Female	37
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	46
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/27/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	52%	51%	45%	45%	45%	54%	56%	55%
Mathematics	35%	43%	31%	31%	32%	32%	49%	50%	50%
History-Social Science	75%	57%	62%	33%	35%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	3	2
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	13	22	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	10	23	-25
Two or More Races			
Socioeconomically Disadvantaged	-2	7	-26
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

The 2013-14 school year provided significant change in the area of Career Technical Education. With Common Core funding, our school purchased 35 Chromebooks for student use. Teachers are using these devices to provide appropriate research, word processing, digital presentation opportunities. Currently our 7th and 8th grade classes utilize these tools as monitored and directed by their main classroom teacher.

Last updated: 1/27/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	60
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/27/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

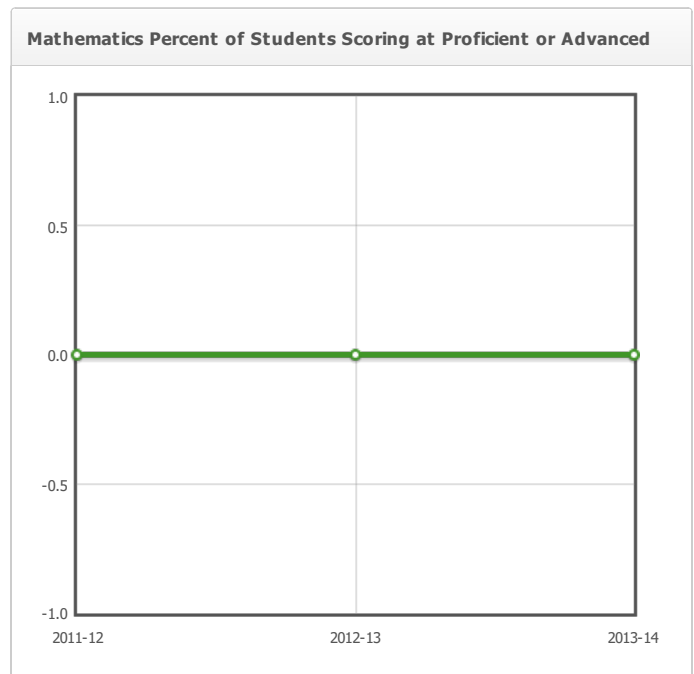
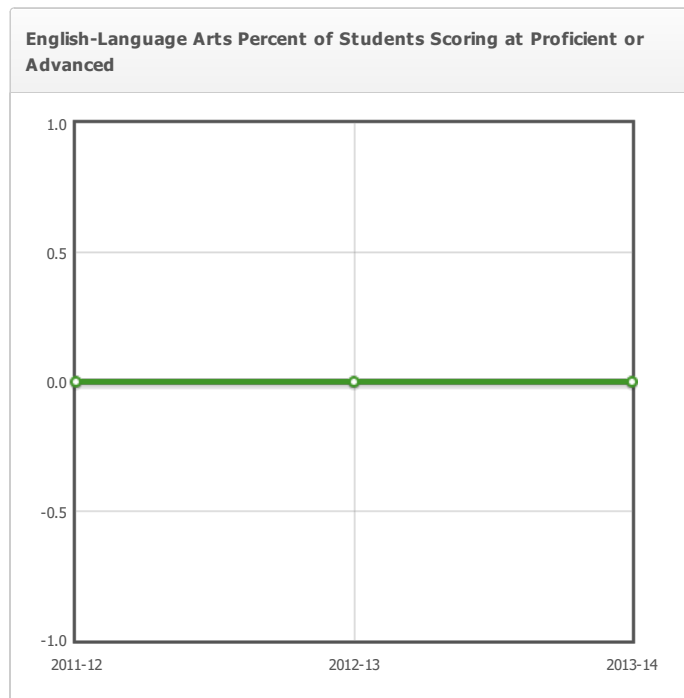
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	32%	52%	21%	56%	57%	56%
Mathematics	N/A	N/A	N/A	35%	46%	19%	58%	60%	62%

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



Last updated: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	33.3%	43.3%
7	20.0%	30.0%	35.0%
9	N/A	N/A	N/A

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

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent input and perspective is built into the Board of Directors membership, and is further channeled through the Parent Council and its committees. The Parent Council is the organizational body for the parents. The parent community, through the classes, elects its members. The Parent Council serves as the ear and voice for the parent body and acts as a steering committee for their interests and concerns. Parents also sit on the Board of Directors and the Education Foundation. Each class has at least one parent designated as the Class Parent. They provide the link between the class teacher and the families of the class. In general, Class Parents may be asked to plan field trips with the teacher, help organize parent evenings, organize fundraising opportunities, etc. Each class also has a Parent Council representative who serves as a voting member of that council. That parent is responsible for attending meetings and reporting back to the class the activities of those meetings. The Parent Council Representative also functions as a committee liaison on the council, voicing individual parent's concerns as well as the class' opinion as a whole on issues pertinent to the life of the school.

We have a number of school-wide festivals each year. The festivals serve as an opportunity for the entire school community to join together in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. Before each festival is celebrated, information about it will be in the newsletter. YRCS offers a paid stipend to a volunteer coordinator who will contact parents throughout the year to assist with school festivals. The parents and teachers of one or two classes, who may request participation from the other classes, oversee each festival or ceremony. The Festival Committee provides background and guidance for each festival.

Every parent is expected to volunteer 5 hours/month (50 hrs/year) in the school.

State Priority: Pupil Engagement

Last updated: 1/27/2015

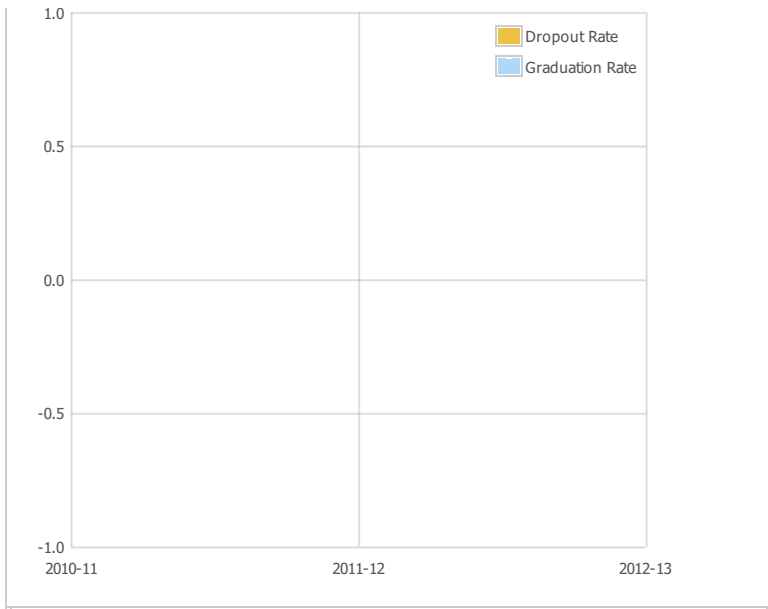
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate							77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/27/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

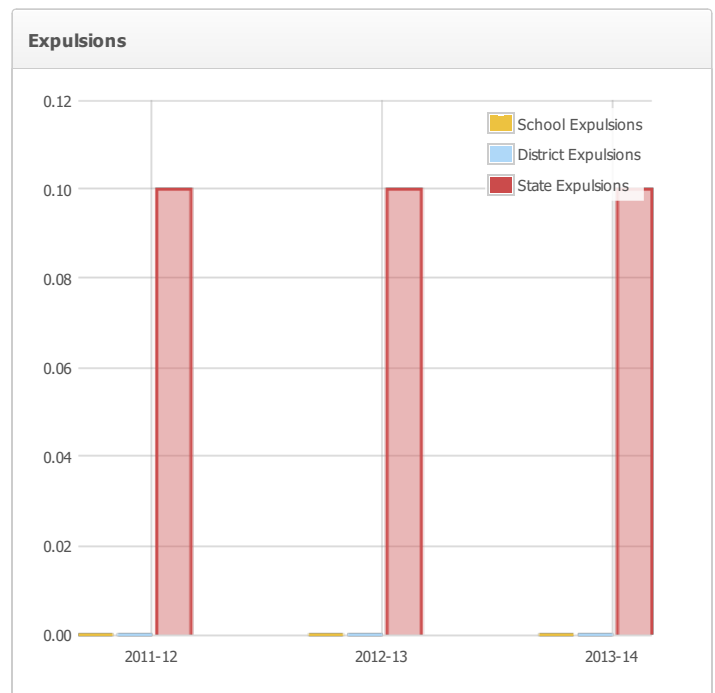
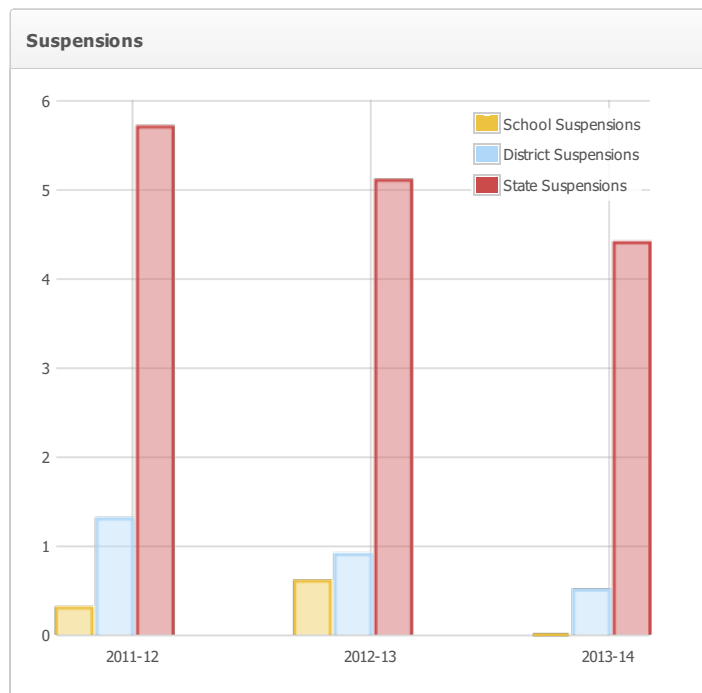
State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.30	0.60	0.00	1.30	0.90	0.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

Yuba River Charter School currently has a comprehensive plan of Emergency Procedures. This plan was last presented and discussed with faculty in August 2014. It was last updated with Board of Directors approval April 22, 2013. The plan is shared with students by their teacher at the beginning of each school year. This comprehensive plan provides detailed procedures for Personal Safety and Security, School Lockdown, and Evacuation of the School Site. It also provides procedures to Ensure Smooth Administrative Control of Operations During a Crisis and for a Clear, Effective Communication System.

Last updated: 1/27/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		N/A

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3	0	0	21.0	1	2	0	19.0	3	0	0
1	29.0	0	1	0	29.0	0	1	0	29.0	0	1	0
2	30.0	0	1	0	29.0	0	1	0	29.0	0	1	0
3	30.0	0	1	0	29.0	0	1	0	29.0	0	1	0
4	32.0	0	1	0	29.0	0	1	0	29.0	0	1	0
5	29.0	0	1	0	29.0	0	1	0	29.0	0	1	0
6	29.0	0	1	0	30.0	0	1	0	30.0	0	1	0
Other	25.0	0	2	0	25.0	0	2	0	25.0	0	2	0

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

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.8	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	1.0	N/A

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

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

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,636	\$492	\$5,144	\$44,000
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

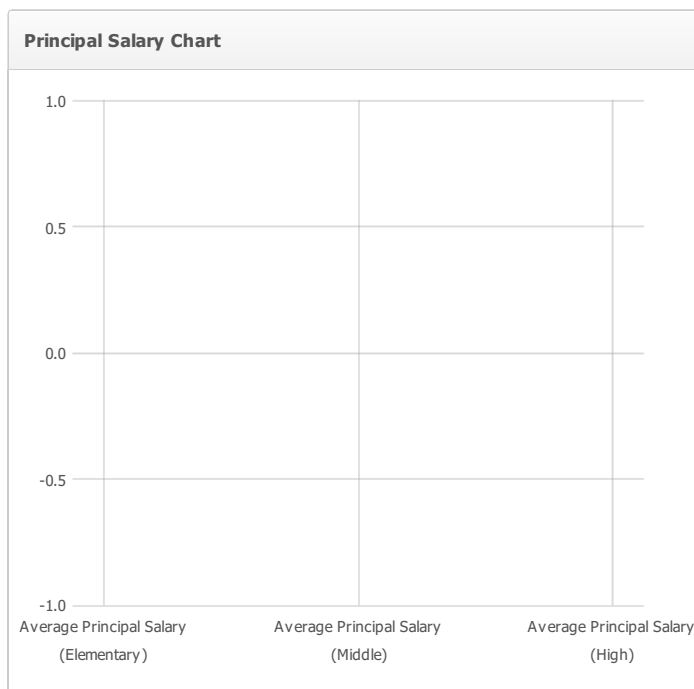
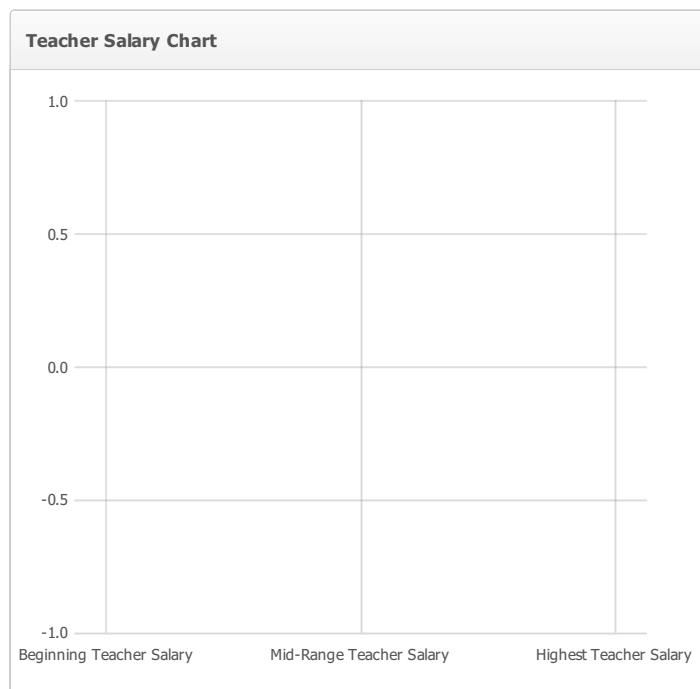
YRCS does not receive federal funds nor is it in PI status. However, the school has a large general fund allocation to operate a learning center to support both general education and special education students in meeting assessment targets.

Last updated: 1/27/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

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



Last updated: 1/27/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/27/2015

Professional Development – Most Recent Three Years

Throughout the year faculty participate in county-wide workshops on common core standards. We also prioritize credentials for English language learners. Because we are a Waldorf-inspired school, teachers receive ongoing training in Waldorf curriculum. When possible, we offer professional development based on faculty requests. About half of the professional development is completed via summer workshops. Throughout the year we have guest trainers work with the faculty. There are 10 annual teacher in-service days in the school calendar.

Last updated: 1/27/2015