

Yuba River Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Holly Hermansen
E-mail Address	hhermansen@nevco.org
Web Site	http://www.nevco.org

School Contact Information - Most Recent Year	
School Name	Yuba River Charter
Street	505 Main St.
City, State, Zip	Nevada City, Ca, 95959-2218
Phone Number	530-265-6060
Principal	Mr. Ron Charles, Director
E-mail Address	roncharles@yubariverschool.org
Web Site	www.yubariverschool.org
County-District-School (CDS) Code	29102980114322

Last updated: 1/20/2016

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.

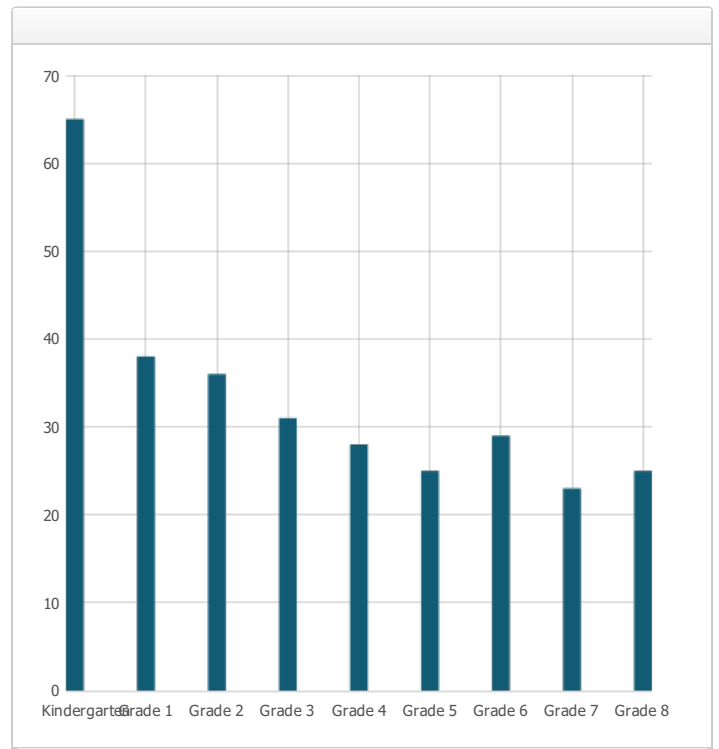
Our Vision: Yuba River Charter School endeavors to develop free human beings who of themselves are able to impart meaning and direction to their lives. We are a community of teachers and families uniting to inspire a love of life and learning for the whole child to serve the whole world.

Our Mission: Our mission is to provide a Waldorf-methods curriculum to kindergarten through 8th-grade students using a child development model that nurtures the head, heart, and hands of each individual. The social life of our community is supported by class teachers who stay with their students as they progress through the grades, as well as by festivals and school performances. The curriculum is inspired by the arts and integrates them throughout the day, imparting a sense of dignity of each subject. Our school strives to maintain a balance between physical movement and intellectual work.

Last updated: 1/20/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	38
Grade 2	36
Grade 3	31
Grade 4	28
Grade 5	25
Grade 6	29
Grade 7	23
Grade 8	25
Total Enrollment	300



Last updated: 1/20/2016

A. Conditions of Learning

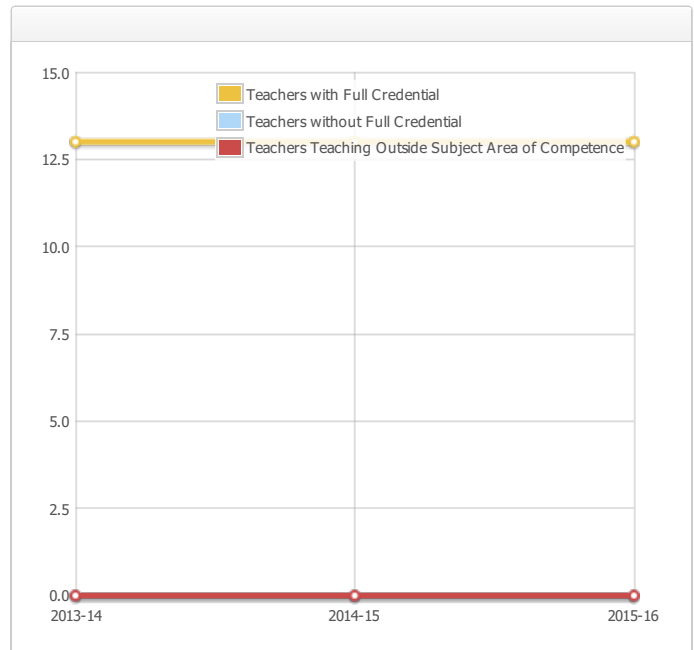
State Priority: Basic

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

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

Teacher Credentials

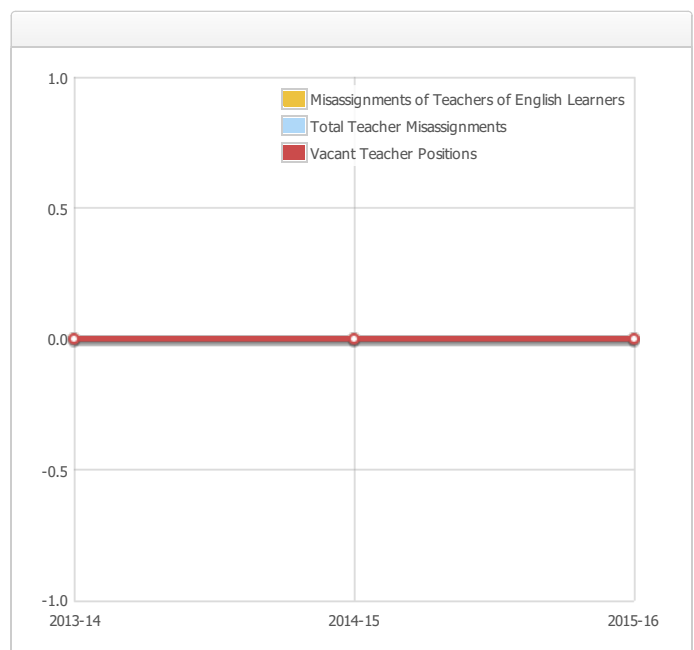
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	13	13	13
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/20/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/20/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	65.0%	35.0%
High-Poverty Schools in District	64.0%	36.0%
Low-Poverty Schools in District	100.0%	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. 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.</p> <p>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. 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. Each day begins with a two-hour main lesson. The main lesson topic 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, handwork or practical arts, and visual arts. 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. 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.</p> <p>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. 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. Each day begins with a two-hour main lesson. The main lesson topic 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, handwork or practical arts, and visual arts. 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. 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.</p> <p>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. Teachers often lead the same group of children through the grades from 1-5, and 6-8 loops, fostering mutual respect and enhancing</p>		0.0 %

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History-Social 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. 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.</p> <p>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. 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. Each day begins with a two-hour main lesson. The main lesson topic 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, handwork or practical arts, and visual arts. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>	0.0 %
Foreign Language	<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. 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.</p> <p>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. 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. Each day begins with a two-hour main lesson. The main lesson topic 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, handwork or practical arts, and visual arts. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>	0.0 %
Health	<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. 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.</p> <p>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. 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. Each day begins with a two-hour main lesson. The main lesson topic 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, handwork or practical arts, and visual arts. Being a charter school, YRCS is exempt from California Education code textbook requirements and the Williams Act.</p>	0.0 %
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. 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.</p> <p>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. 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,</p>	0.0 %

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Science Lab
Eqpmt (Grades 9-
12)

0.0 %

Last updated: 1/20/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Yuba River Charter School recently moved into a new school site. This is our fifth year in this site, formerly Nevada City Elementary. The Nevada City School District inspected the building prior to leasing it to YRCS and addressed any issues they observed. We have a HVAC contract, which was inspected in September 2015 as were the fire risers and sprinkler system. We have an on-site maintenance person two days per week who takes care of all mechanical, electrical, external, structural and safety issues as they arise. The school is inspected by District maintenance personnel annually and in the last inspection everything was in good status with no needed repairs or actions. The last inspection was done in May 2015. See Charter Safe for last inspection on file.

Last updated: 1/20/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: May 2015

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

Year and month in which data were collected: May 2015

Overall Rating	Good
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Last updated: 1/20/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	45.0%	44.0%
Mathematics (grades 3-8 and 11)	36.0%	28.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	29	90.6%	31.0%	28.0%	17.0%	24.0%
Male	32	15	46.9%	47.0%	27.0%	20.0%	7.0%
Female	32	14	43.8%	14.0%	29.0%	14.0%	43.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	32	1	3.1%	--	--	--	--
Hispanic or Latino	32	3	9.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	25	78.1%	24.0%	32.0%	20.0%	24.0%
Two or More Races	32	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	32	17	53.1%	35.0%	24.0%	18.0%	24.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	32	2	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	27	90.0%	26.0%	22.0%	26.0%	26.0%
Male	30	13	43.3%	38.0%	38.0%	23.0%	0.0%
Female	30	14	46.7%	14.0%	7.0%	29.0%	50.0%
Black or African American	30	1	3.3%	--	--	--	--
American Indian or Alaska Native	30	1	3.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	4	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	21	70.0%	19.0%	19.0%	33.0%	29.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	9	30.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	30	96.8%	10.0%	23.0%	27.0%	40.0%
Male	31	16	51.6%	13.0%	38.0%	25.0%	25.0%
Female	31	14	45.2%	7.0%	7.0%	29.0%	57.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	31	1	3.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	31	1	3.2%	--	--	--	--
Native Hawaiian or Pacific Islander	31	1	3.2%	--	--	--	--
White	31	27	87.1%	11.0%	22.0%	26.0%	41.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	31	16	51.6%	0.0%	13.0%	31.0%	56.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	31	3	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	38.0%	29.0%	29.0%	4.0%
Male	24	15	62.5%	27.0%	27.0%	40.0%	7.0%
Female	24	9	37.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	24	1	4.2%	--	--	--	--
Asian	24	1	4.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	24	1	4.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	21	87.5%	38.0%	33.0%	24.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	24	11	45.8%	27.0%	27.0%	36.0%	9.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	9	37.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	25	100.0%	16.0%	16.0%	52.0%	16.0%
Male	25	12	48.0%	25.0%	17.0%	42.0%	17.0%
Female	25	13	52.0%	8.0%	15.0%	62.0%	15.0%
Black or African American	25	1	4.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	2	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	25	1	4.0%	--	--	--	--
White	25	21	84.0%	19.0%	14.0%	52.0%	14.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	25	10	40.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	25	4	16.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	80.0%	15.0%	5.0%	0.0%
Male	22	9	40.9%	--	--	--	--
Female	22	11	50.0%	82.0%	9.0%	9.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	2	9.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	1	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	17	77.3%	76.0%	18.0%	6.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	8	36.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	22	4	18.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	29	90.6%	24.0%	45.0%	21.0%	10.0%
Male	32	15	46.9%	40.0%	47.0%	7.0%	7.0%
Female	32	14	43.8%	7.0%	43.0%	36.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	32	1	3.1%	--	--	--	--
Hispanic or Latino	32	3	9.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	25	78.1%	16.0%	52.0%	24.0%	8.0%
Two or More Races	32	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	32	17	53.1%	35.0%	41.0%	6.0%	18.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	32	2	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	27	90.0%	26.0%	48.0%	22.0%	4.0%
Male	30	13	43.3%	46.0%	38.0%	15.0%	0.0%
Female	30	14	46.7%	7.0%	57.0%	29.0%	7.0%
Black or African American	30	1	3.3%	--	--	--	--
American Indian or Alaska Native	30	1	3.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	4	13.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	21	70.0%	14.0%	57.0%	24.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	9	30.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	30	96.8%	10.0%	57.0%	23.0%	10.0%
Male	31	16	51.6%	6.0%	69.0%	13.0%	13.0%
Female	31	14	45.2%	14.0%	43.0%	36.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	31	1	3.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	31	1	3.2%	--	--	--	--
Native Hawaiian or Pacific Islander	31	1	3.2%	--	--	--	--
White	31	27	87.1%	11.0%	56.0%	22.0%	11.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	31	16	51.6%	6.0%	38.0%	38.0%	19.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	31	3	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	25.0%	38.0%	33.0%	4.0%
Male	24	15	62.5%	20.0%	27.0%	47.0%	7.0%
Female	24	9	37.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	24	1	4.2%	--	--	--	--
Asian	24	1	4.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	24	1	4.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	21	87.5%	24.0%	33.0%	38.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	24	11	45.8%	18.0%	18.0%	55.0%	9.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	9	37.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	24	96.0%	4.0%	17.0%	38.0%	42.0%
Male	25	11	44.0%	0.0%	18.0%	36.0%	45.0%
Female	25	13	52.0%	8.0%	15.0%	38.0%	38.0%
Black or African American	25	1	4.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	2	8.0%	--	--	--	--
Native Hawaiian or Pacific Islander	25	1	4.0%	--	--	--	--
White	25	20	80.0%	5.0%	20.0%	35.0%	40.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	25	10	40.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	25	4	16.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	19	86.4%	58.0%	37.0%	5.0%	0.0%
Male	22	9	40.9%	--	--	--	--
Female	22	10	45.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	2	9.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	17	77.3%	53.0%	41.0%	6.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	7	31.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	22	3	13.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58.0%	43.0%	42.0%	50.0%	50.0%	48.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48.0%
All Students at the School	42.0%
Male	50.0%
Female	57.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	40.0%
Two or More Races	--
Socioeconomically Disadvantaged	62.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/20/2016

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

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

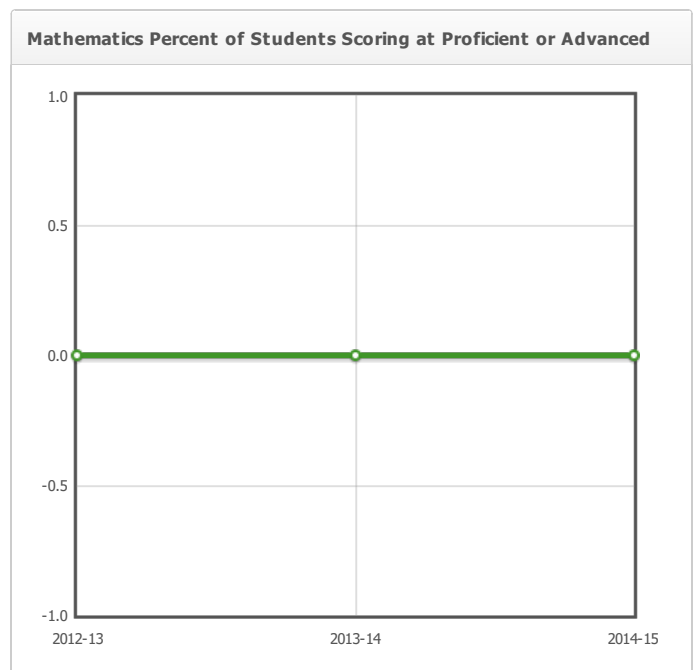
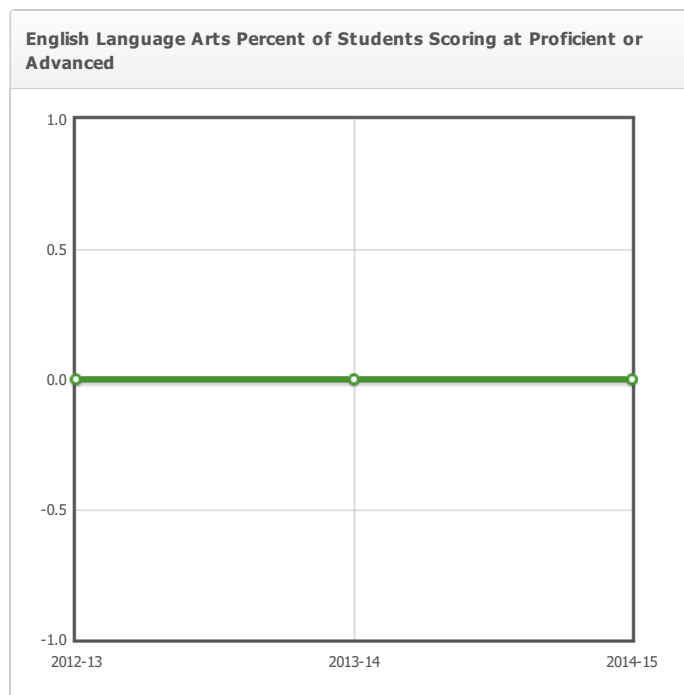
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	52.0%	21.0%	21.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	46.0%	19.0%	18.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/20/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
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	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/20/2016

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions 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: 1/20/2016

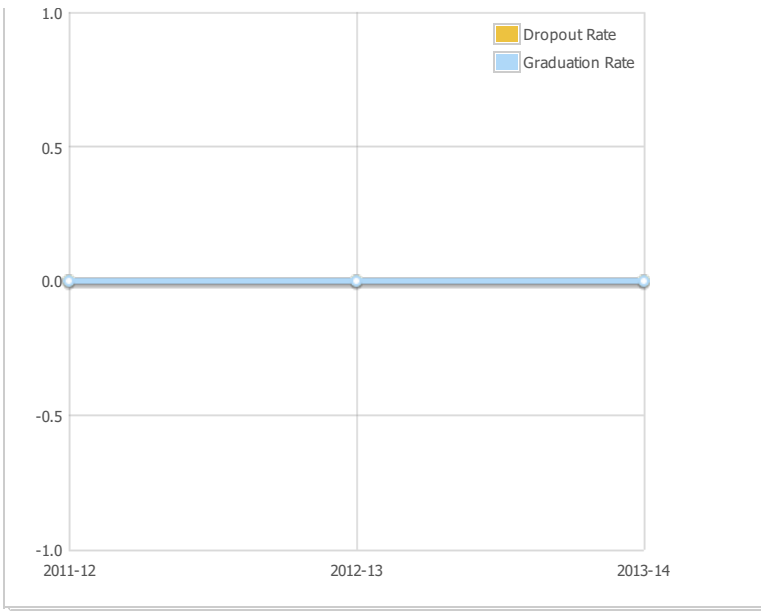
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	49.30	49.40	46.00	78.87	80.44	80.95

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



Last updated: 1/20/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	48	84
Black or African American	--	39	76
American Indian or Alaska Native	--	45	78
Asian	--	48	92
Filipino	--	46	96
Hispanic or Latino	--	44	81
Native Hawaiian or Pacific Islander	--	40	83
White	--	74	89
Two or More Races	--	47	82
Socioeconomically Disadvantaged	--	44	81
English Learners	--	28	50
Students with Disabilities	--	81	61
Foster Youth	--	--	--

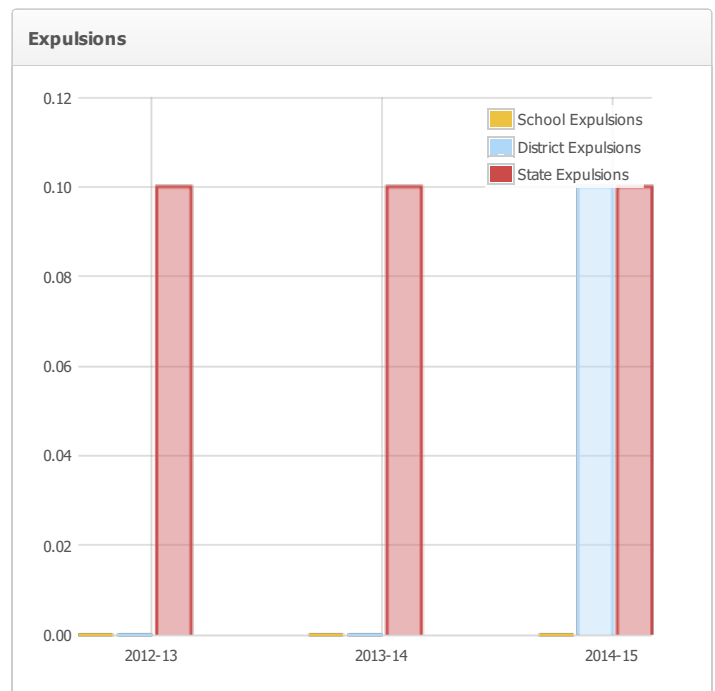
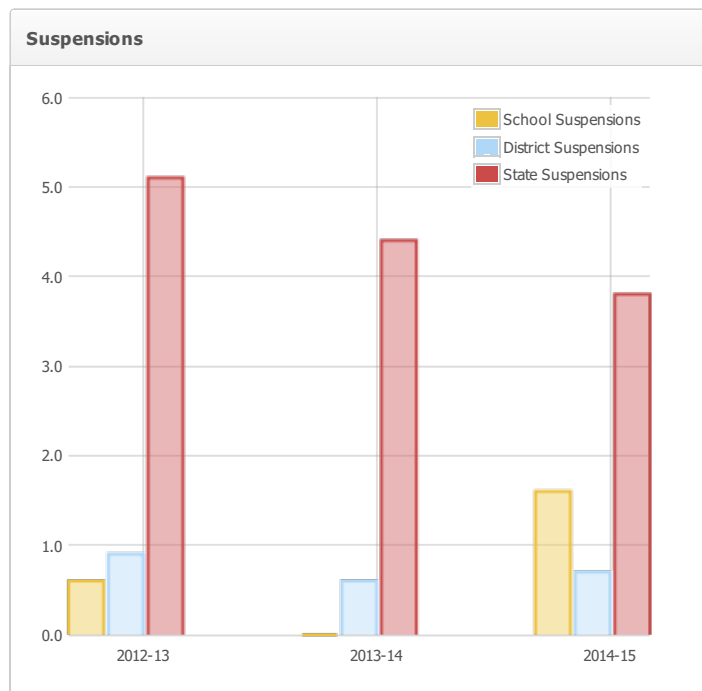
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.6	0.0	1.6	0.9	0.6	0.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1



Last updated: 1/20/2016

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 2015. It was last updated with Board of Directors approval September 2015. 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 Lock down, 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: 1/20/2016

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 2014-15)

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

Last updated: 1/20/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
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.

Last updated: 1/20/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	21.0	1	2	20.0	2		20.0	1	2			
1	29.0		1	32.0		1	31.0			1		
2	30.0		1	29.0		1	29.0			1		
3	30.0		1	29.0		1	29.0			1		
4	30.0		1	30.0		1	29.0			1		
5	30.0		1	29.0		1	29.0			1		
6	30.0		1	30.0		1	29.0			1		
Other			2			2					2	

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

Last updated: 1/20/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15		
	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+
English	29.0	8		29.0	8		29.0	8	
Mathematics	29.0	8		29.0	8		29.0	8	
Science	29.0	8		29.0	8		29.0	8	
Social Science	29.0	8		29.0	8		29.0	8	

* 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: 1/20/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.8	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	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)	1.2	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: 1/20/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$857.0	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2016

Types of Services Funded (Fiscal Year 2014-15)

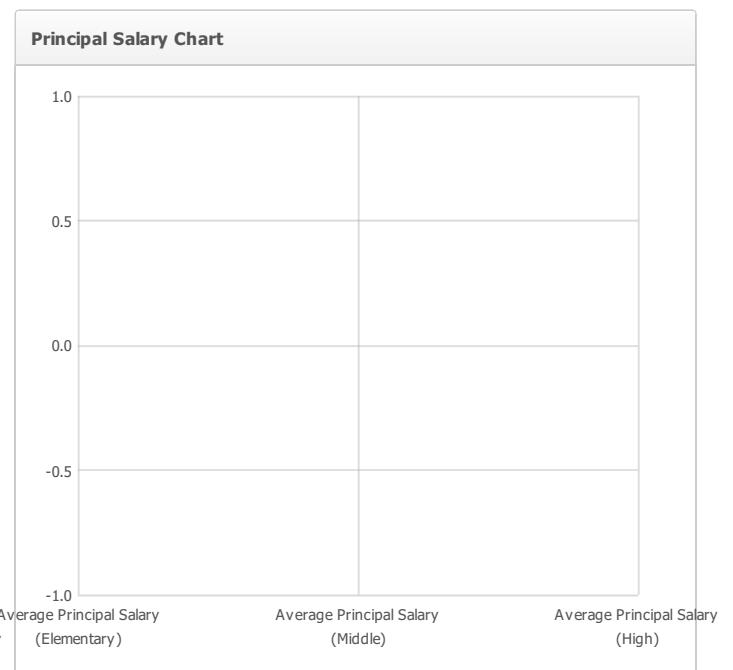
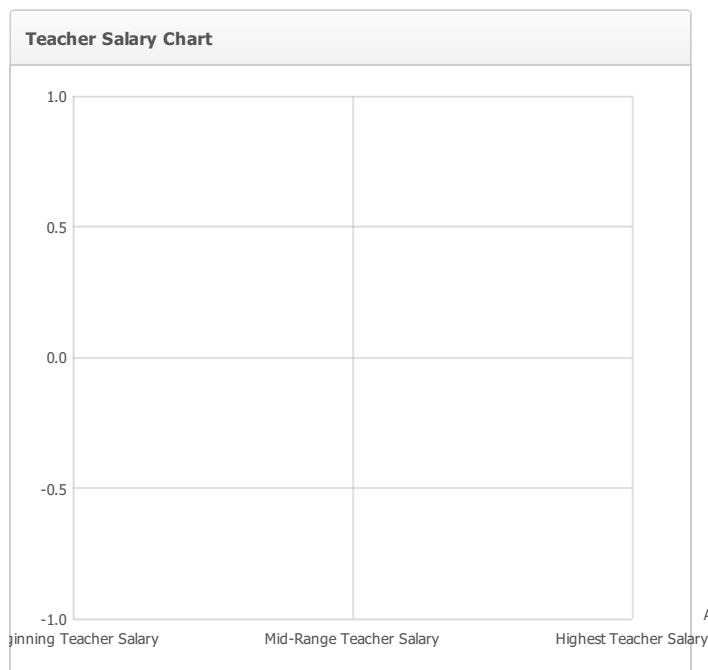
YRCS does not receive federal funds nor is it in PI status. However, the school has a large general fund allocation to operate a learning center to support both general education and special education students in meeting assessment targets.

Last updated: 1/20/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
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: 1/20/2016

Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

Last updated: 1/20/2016

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: 1/20/2016