

Yuba River Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Nevada County Office of Education	School Name	Yuba River Charter
Phone Number	(530) 478-6400	Street	505 Main St.
Superintendent	Holly Hermansen	City, State, Zip	Nevada City, Ca, 95959-2218
E-mail Address	hhermansen@nevco.org	Phone Number	530-265-6060
Web Site	http://www.nevco.org	Principal	Mr. Ron Charles, Director
		E-mail Address	roncharles@yubariverschool.org
		Web Site	www.yubariverschool.org
		County-District-School (CDS) Code	29102980114322

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

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.

Our Mission:

Yuba River Charter School, a K-8 school guided by the core principles of Public Waldorf Education, is based on Rudolf Steiner's developmental model of the child.

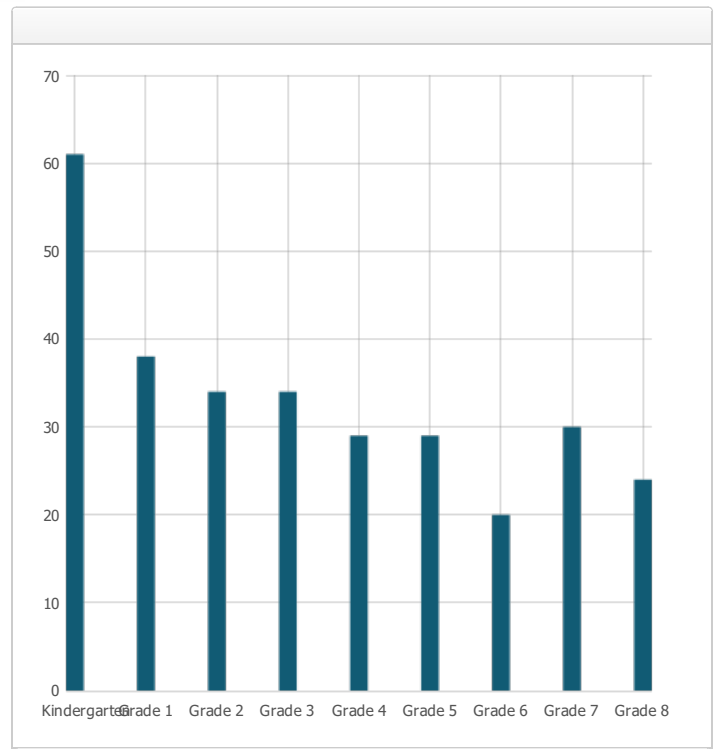
We engage the mind, enliven the imagination, and strengthen the will through an education that nurtures the head, heart and hands of the individual.

Our rigorous curriculum meets Common Core State Standards, integrates the arts in everyday life and develops capacities within each student, inspiring life-long learners to reach their highest potential.

Last updated: 1/25/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	61
Grade 1	38
Grade 2	34
Grade 3	34
Grade 4	29
Grade 5	29
Grade 6	20
Grade 7	30
Grade 8	24
Total Enrollment	299



Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	1.7 %
Asian	2.0 %
Filipino	0.0 %
Hispanic or Latino	1.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	91.6 %
Two or More Races	0.0 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.1 %
English Learners	0.0 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

Last updated: 1/25/2017

A. Conditions of Learning

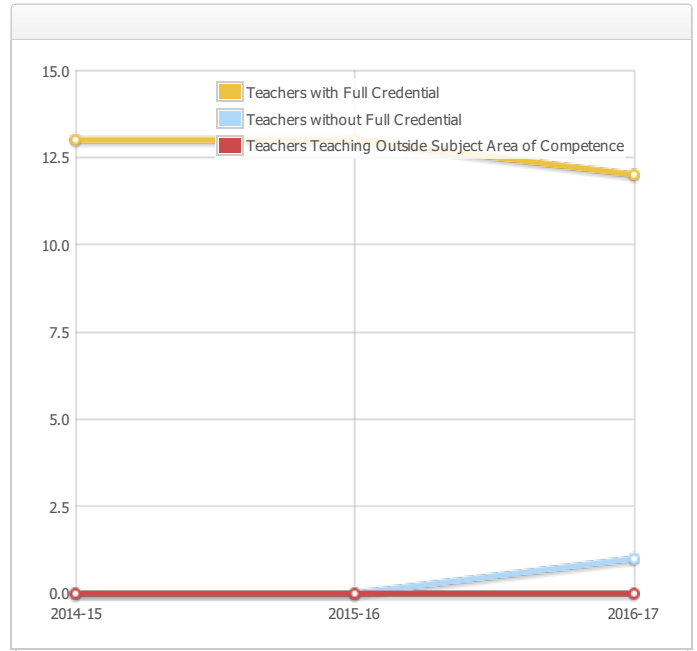
State Priority: Basic

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

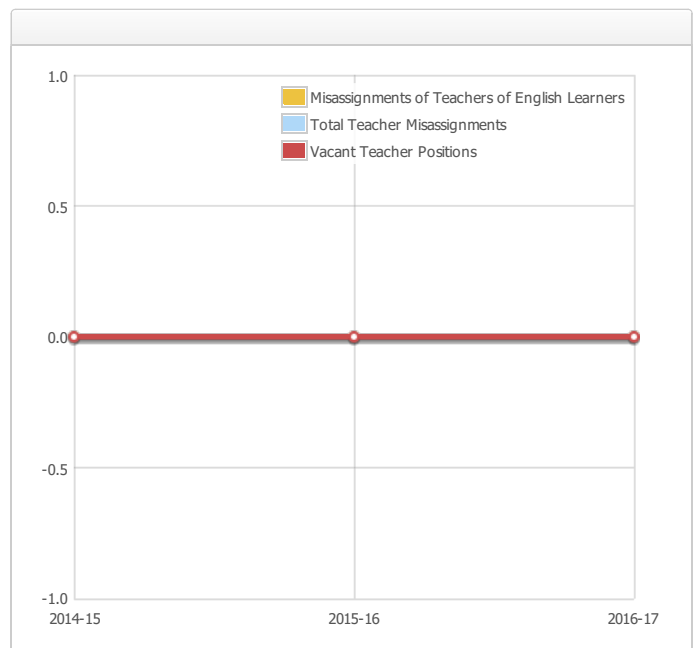
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	13	12	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/25/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	77.0%	23.0%
High-Poverty Schools in District	77.0%	23.0%
Low-Poverty Schools in District	0.0%	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.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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</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</p>	0.0 %

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.

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

Yuba River Charter School is now in our sixth 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: 1/25/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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	Fair	We are renting a historic school building from the Nevada City Elementary School District that has some deferred maintenance. There are a few minor roof leaks during large storms. As we will be in this site for only one more year, the district is working to manage this deferred maintenance in the most cost effective way.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/25/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	64.0%	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	36.0%	47.0%	26.0%	29.0%	34.0%	36.0%

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.

Last updated: 1/27/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	31	100.0%	64.5%
Male	15	15	100.0%	53.3%
Female	16	16	100.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	44.8%
Male	17	17	100.0%	23.5%
Female	12	12	100.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	40.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	47.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	24	92.3%	62.5%
Male	11	10	90.9%	40.0%
Female	15	14	93.3%	78.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.0%	65.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.3%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	28	100.0%	67.9%
Male	15	15	100.0%	60.0%
Female	13	13	100.0%	76.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	65.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	58.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	23	100.0%	69.6%
Male	13	13	100.0%	84.6%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	76.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	72.0%
Male	12	12	100.0%	75.0%
Female	13	13	100.0%	69.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	31	100.0%	54.8%
Male	15	15	100.0%	53.3%
Female	16	16	100.0%	56.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	59.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	40.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	24.1%
Male	17	17	100.0%	17.7%
Female	12	12	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	22.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	11.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	23	88.5%	13.0%
Male	11	9	81.8%	--
Female	15	14	93.3%	21.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.0%	15.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	9.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	28	100.0%	69.0%
Male	15	15	100.0%	69.0%
Female	13	13	100.0%	69.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	65.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	54.6%
Male	13	13	100.0%	76.9%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	55.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	53.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	24	96.0%	70.8%
Male	12	12	100.0%	58.3%
Female	13	12	92.3%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	11	91.7%	54.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	42.0%	45.0%	50.0%	48.0%	58.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/27/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	51	49	96.1%	44.9%
Male	23	22	95.7%	36.4%
Female	28	27	96.4%	51.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	41	100.0%	43.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.0%	37.5%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/27/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.0%	24.0%	56.0%
7	8.7%	8.7%	73.9%

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: 1/27/2017

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 (School Year 2016-17)

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: 1/27/2017

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

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

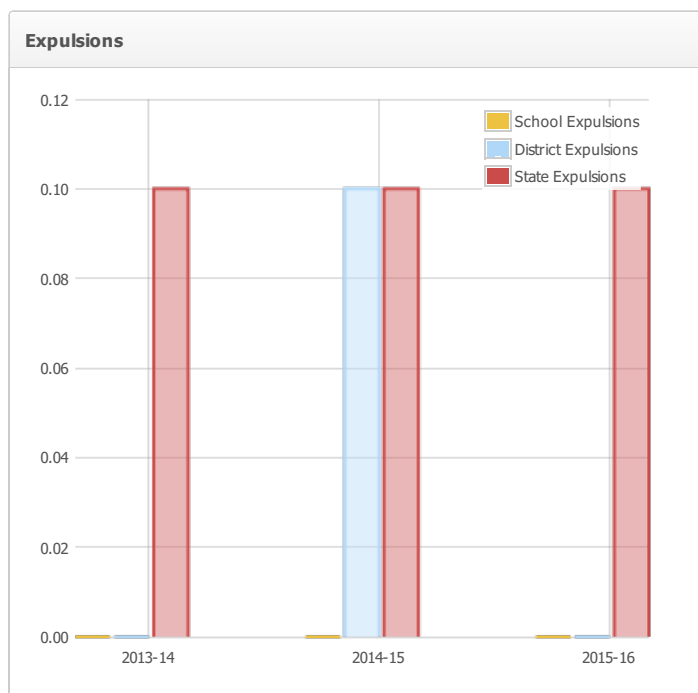
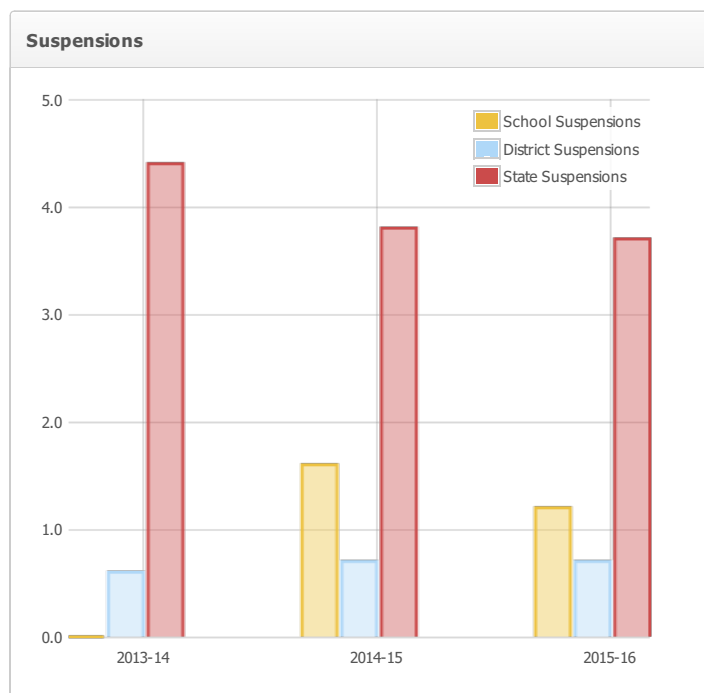
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.6	1.2	0.6	0.7	0.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

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: 1/27/2017

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.

Federal Intervention Program (School Year 2016-17)

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	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
1	32.0	0	1	0	32.0	0	1	0	32.0	0	1	0
2	29.0	0	1	0	29.0	0	1	0	29.0	0	1	0
3	29.0	0	1	0	29.0	0	1	0	29.0	0	1	0
4	29.0	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	29.0	0	1	0	29.0	0	1	0
Other	29.0	0	2	0	29.0	0	2	0	29.0	0	2	0

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

Last updated: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.7	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	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.1	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: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$418.0	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

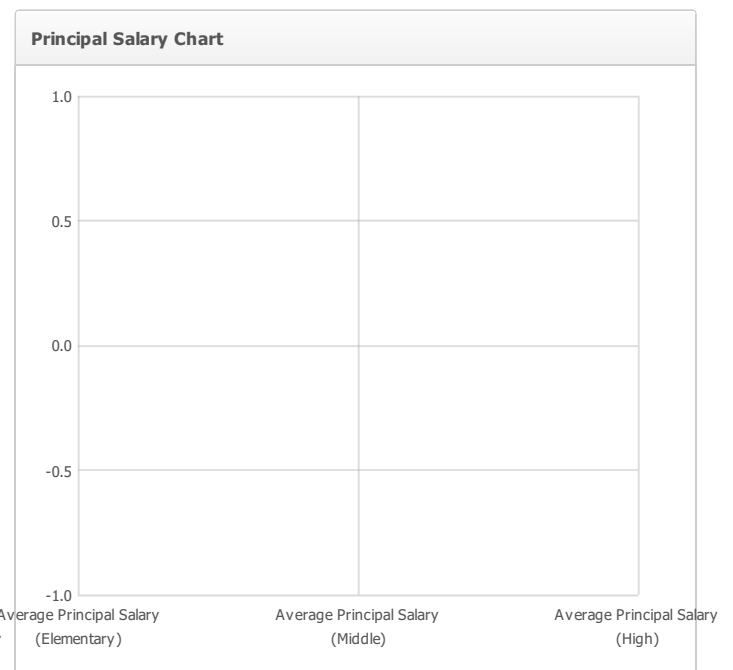
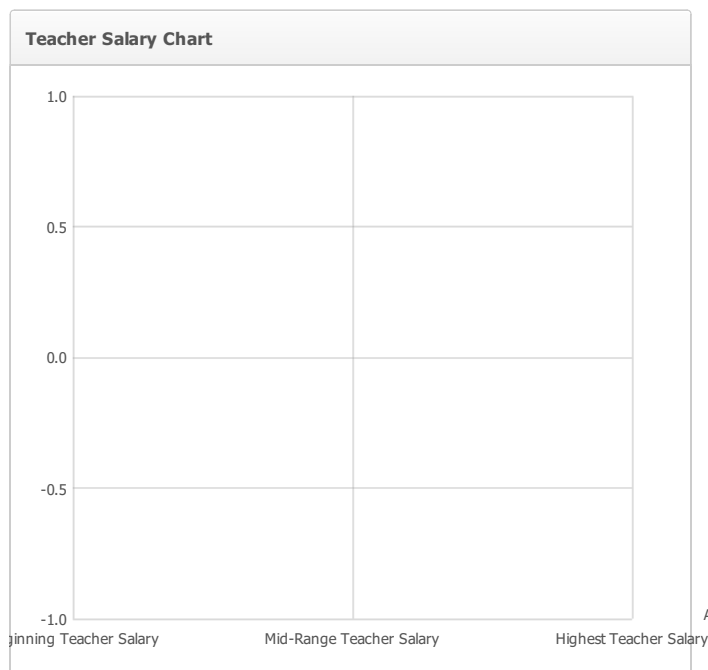
YRCS does not receive federal funds nor is it in PI status. However, the school has a large general fund allocation to operate a learning center to support both general education and special education students in meeting assessment targets.

Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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



Last updated: 1/30/2017

Professional Development

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: 1/30/2017