

Yuba River Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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.



Mr. Ron Charles, Director

Principal, Yuba River Charter

About Our School

Contact

Yuba River Charter
505 Main St.
Nevada City, CA 95959-2218

Phone: 530-265-6060
E-mail: roncharles@yubariverschool.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Nevada County Office of Education	School Name	Yuba River Charter
Phone Number	(530) 478-6400	Street	505 Main St.
Superintendent	Scott Lay	City, State, Zip	Nevada City, Ca, 95959-2218
E-mail Address	slay@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: 12/6/2017

School Description and Mission Statement (School Year 2017-18)

Yuba River Charter School provides K-8 public education guided by the core principles of Public Waldorf Education. We offer a developmentally appropriate curriculum that nurtures the physical, emotional, and intellectual capacities of the child. We engender the academic, social, artistic, and practical abilities that will enable students to become self-reliant individuals 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 purpose 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.

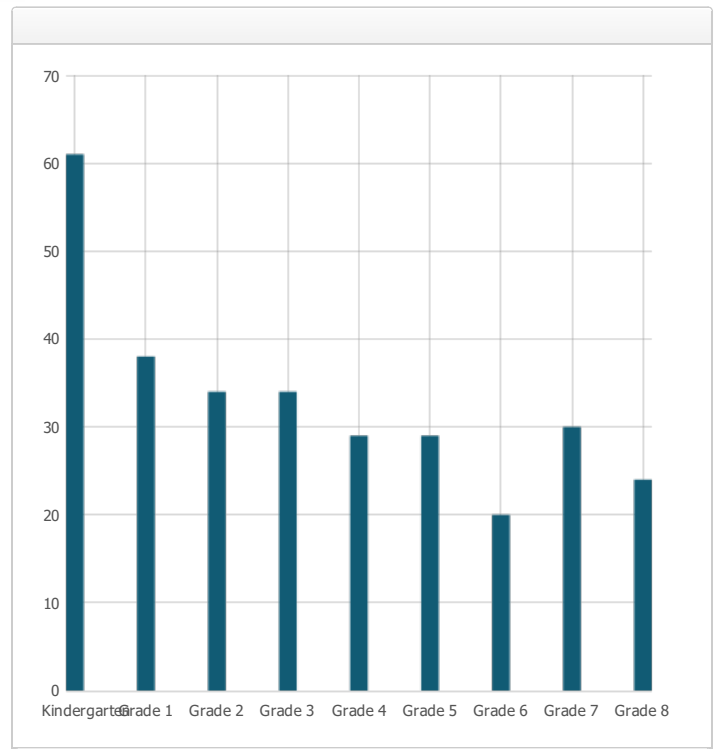
We engage the mind, enliven the imagination, and strengthen the will through an education that nurtures the head, heart, and hands of the individual.

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: 12/6/2017

Student Enrollment by Grade Level (School Year 2016-17)

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: 12/6/2017

Student Enrollment by Student Group (School Year 2016-17)

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	2.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	91.6 %
Two or More Races	0.0 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.1 %
English Learners	0.3 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

Last updated: 12/6/2017

A. Conditions of Learning

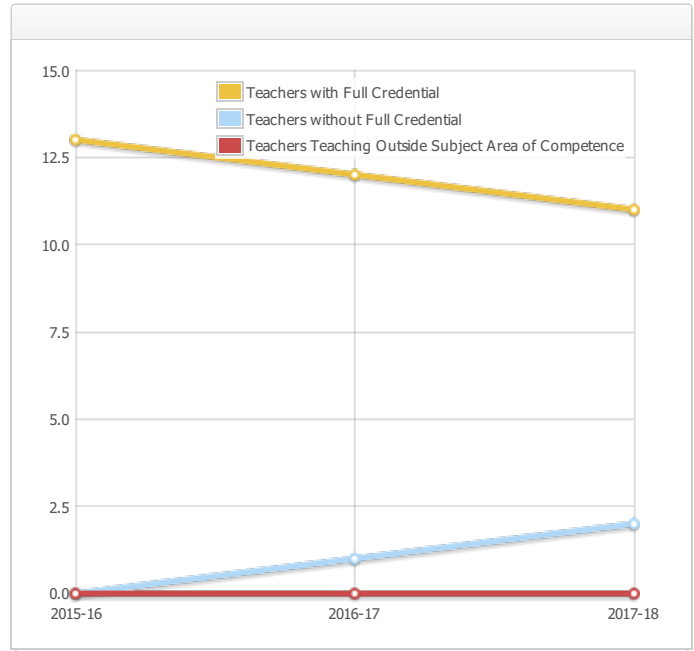
State Priority: Basic

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

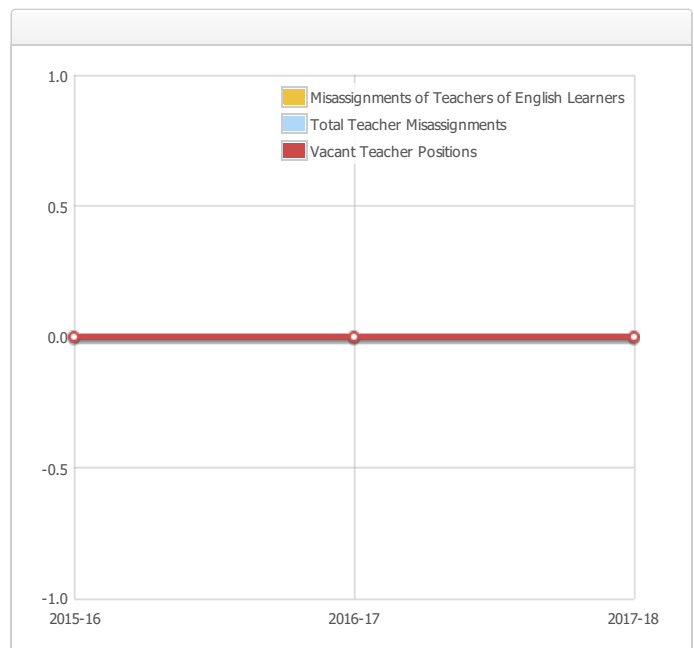
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13	12	11	
Without Full Credential	0	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/6/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: November 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. 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, 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>	Yes	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. 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, 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>	Yes	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. 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, 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>	Yes	0.0 %
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. 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</p>	Yes	0.0 %

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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. 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, 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. 0.0</p>	Yes	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. 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, 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. 0.0</p>	Yes	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. 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, 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. 0.0</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file. The most recent FIT report was October 2016.

Last updated: 12/6/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.
Interior: Interior Surfaces	Good	Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. The Nevada City School District inspected the building prior to leasing it to YRCS and addressed

	<p>any issues they observed. We have a HVAC contract, which was inspected in November 2016 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 October 2016. See Charter Safe for last inspection on file.</p>
<p>Electrical: Electrical</p>	<p>Good</p> <p>Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/Fountains</p>	<p>Good</p> <p>Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p> <p>Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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</p>

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Structural: Structural Damage, Roofs	Good	Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.
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External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Yuba River Charter School is now our seventh year in this site, formerly Nevada City Elementary School. 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 November 2016 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 October 2016. See Charter Safe for last inspection on file.
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Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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Last updated: 12/6/2017

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	65%	44%	44%	48%	48%
Mathematics (grades 3-8 and 11)	48%	53%	29%	30%	36%	37%

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: 12/6/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	167	165	98.80%	64.85%
Male	87	86	98.85%	53.49%
Female	80	79	98.75%	77.22%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	12	12	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	131	129	98.47%	68.22%
Two or More Races	15	15	100.00%	60.00%
Socioeconomically Disadvantaged	92	90	97.83%	62.22%
English Learners	--	--	--	
Students with Disabilities	22	21	95.45%	28.57%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 12/6/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	167	165	98.80%	53.33%
Male	87	86	98.85%	51.16%
Female	80	79	98.75%	55.70%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	12	12	100.00%	33.33%
Native Hawaiian or Pacific Islander				
White	131	129	98.47%	55.81%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	92	90	97.83%	46.67%
English Learners	--	--	--	
Students with Disabilities	22	21	95.45%	38.10%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 12/6/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	42.0%	45.0%	48.0%	58.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/6/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	7.1%	28.6%	53.6%
7	3.4%	6.9%	82.8%

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: 12/6/2017

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 2017-18)

Parent input and perspective is built into the Board of Directors membership, and is further channeled through the Parent Council and its committees, as well as the Education Foundation. The Parent Council is the organizational body for the parents. The parent community elects its members for each class, grades K - 8. The Parent Council serves as the ear and the voice for the parent body. It acts as a steering committee for parent interests and concern, as well. Parents also sit on the Board of Directors and the Education Foundation. Each class has at least one parent designated as the Class Parent. The Class Parent provides 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 regarding 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. In addition, each class has a Education Foundation representative. The Education Foundation operates as a fundraising body for the school, planning, organizing, and facilitating school-wide fundraising efforts.

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 is distributed to the school community. YRCS offers a paid stipend to a volunteer coordinator who will contact parents throughout the year to assist with school festivals. Parents and teachers volunteer to serve on the Festival Committee for specific festivals, overseeing the planning, organization and implementation of each festival or seasonal celebration. The Festival Committee provides background and guidance for each festival to the school community.

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

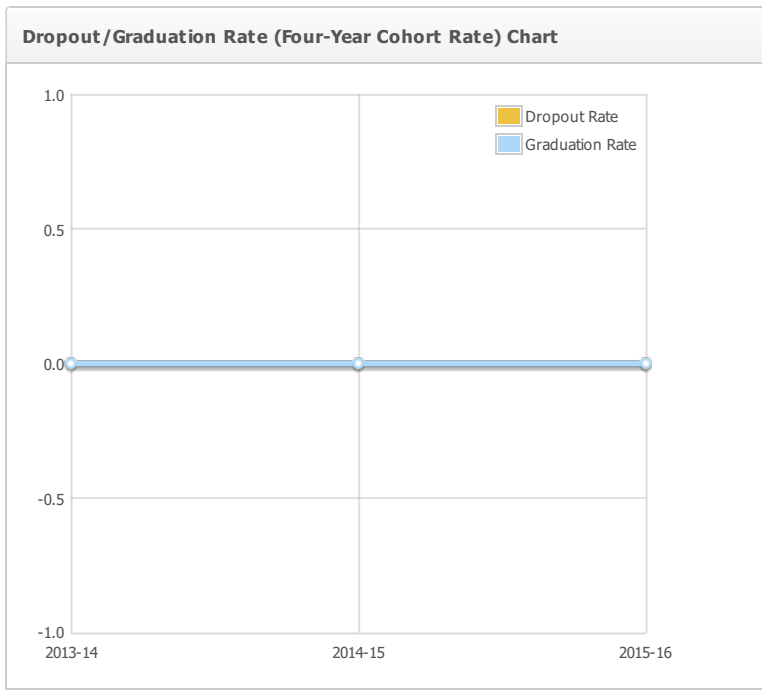
State Priority: Pupil Engagement

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	81.9%	39.2%	85.1%	81.0%	82.3%	83.8%



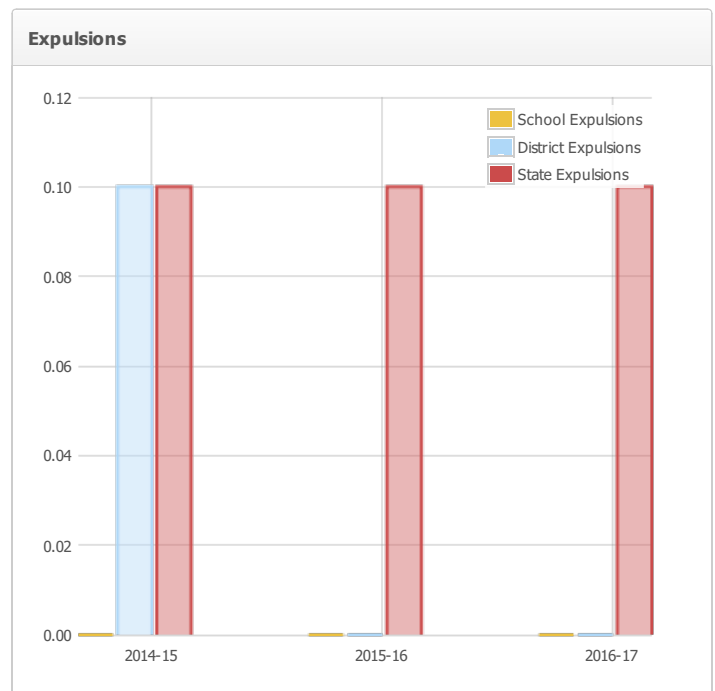
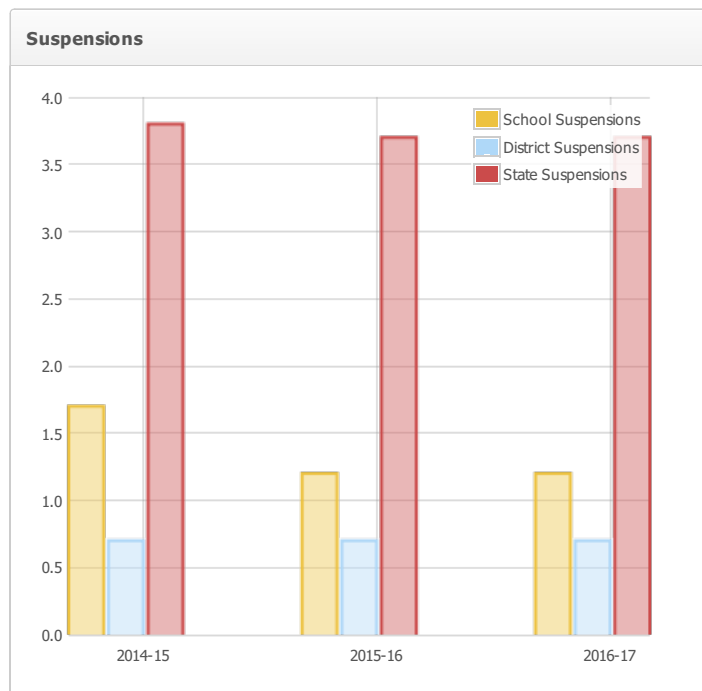
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7%	1.2%	1.2%	0.7%	0.7%	0.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/6/2017

School Safety Plan (School Year 2017-18)

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: 12/6/2017

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 2017-18)

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%

Last updated: 12/6/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	21.0	0	2	0	21.0	0	2	0
1	31.0	0	1	0	31.0	0	1	0	32.0	0	1	0
2	29.0	0	1	0	31.0	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	25.0	0	1	0	29.0	0	1	0
6	29.0	0	1	0	29.0	0	1	0	21.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/6/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.6	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)	0.9	N/A
Other	0.4	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8493.0	\$418.0	\$8075.0	\$54596.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	20.5%	200.0%

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

Types of Services Funded (Fiscal Year 2016-17)

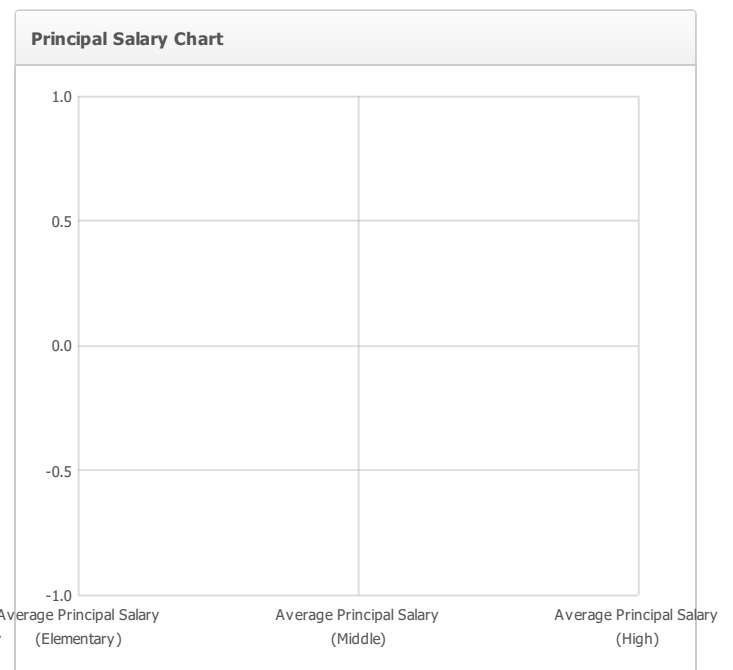
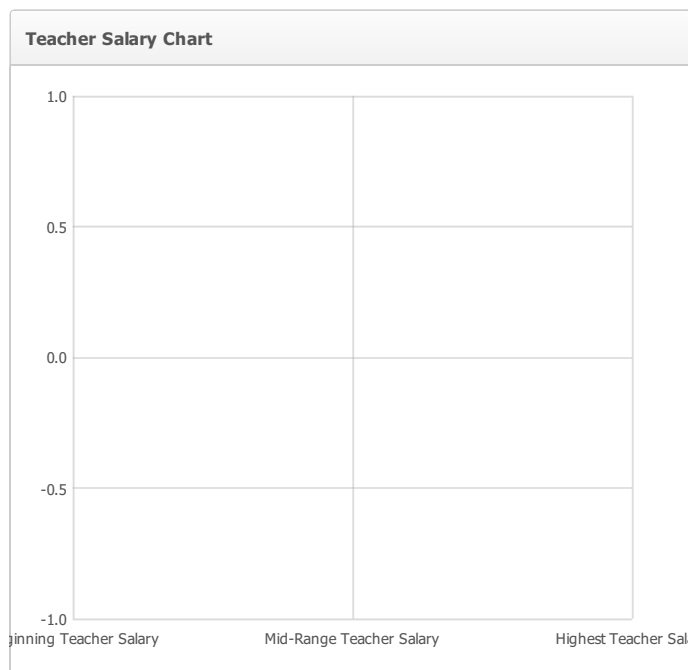
YRCS does not receive federal funds nor is it in PI status. However, the school has a large general fund allocation to operate a learning center to support both general education and special education students in meeting assessment targets.

Last updated: 12/6/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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%	--
Percent of Budget for Administrative Salaries	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: 12/6/2017

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 working with the faculty. There are 10 annual teacher in-service days in the school calendar.

Last updated: 12/6/2017