

# Yuba River Charter

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



### Ms. Barbara Linares, School Director

Principal, Yuba River Charter

#### About Our School

#### Contact

*Yuba River Charter*  
10085 Adam Avenue  
Grass Valley, CA 95945

Phone: 530-272-6060  
E-mail: [director@yubariverschool.org](mailto:director@yubariverschool.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Scott Lay
<b>E-mail Address</b>	<a href="mailto:slay@nevco.org">slay@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Yuba River Charter
<b>Street</b>	10085 Adam Avenue
<b>City, State, Zip</b>	Grass Valley, Ca, 95945
<b>Phone Number</b>	530-272-6060
<b>Principal</b>	Ms. Barbara Linares, School Director
<b>E-mail Address</b>	<a href="mailto:director@yubariverschool.org">director@yubariverschool.org</a>
<b>Web Site</b>	<a href="http://www.yubariverschool.org">www.yubariverschool.org</a>
<b>County-District-School (CDS) Code</b>	29102980114322

Last updated: 12/23/2018

### School Description and Mission Statement (School Year 2018—19)

#### Yuba River Charter School Vision

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

#### Yuba River Charter School's Mission

*Yuba River Charter School, is based on Rudolf Steiner's developmental model of the child.*

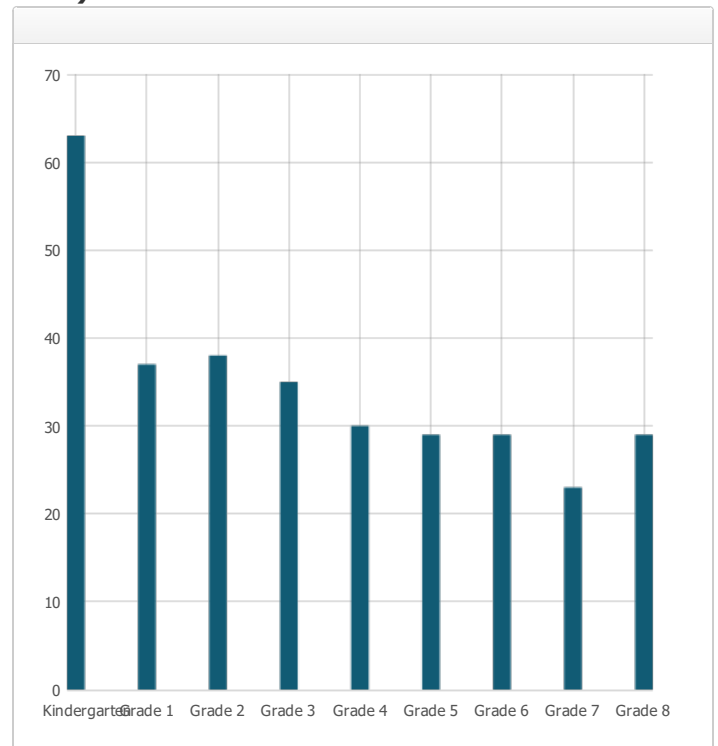
*We engage the mind, enliven the imagination, and strengthen the will through an education that nurtures the head, heart and hands of the individual.*

*Our rigorous curriculum meets the California 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: 12/23/2018

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	63
Grade 1	37
Grade 2	38
Grade 3	35
Grade 4	30
Grade 5	29
Grade 6	29
Grade 7	23
Grade 8	29
Total Enrollment	313



Last updated: 12/23/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.3 %
Asian	1.9 %
Filipino	%
Hispanic or Latino	7.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	82.4 %
Two or More Races	7.3 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.9 %
English Learners	0.3 %
Students with Disabilities	6.4 %
Foster Youth	%

## A. Conditions of Learning

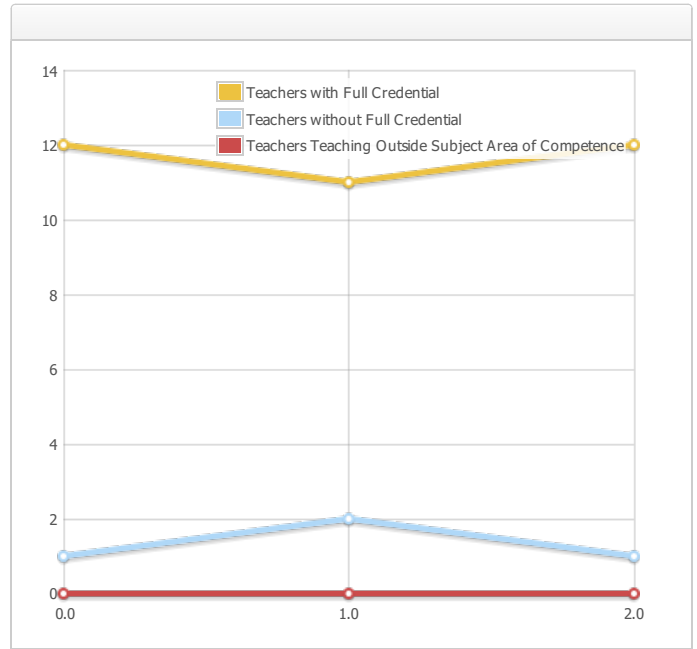
### State Priority: Basic

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

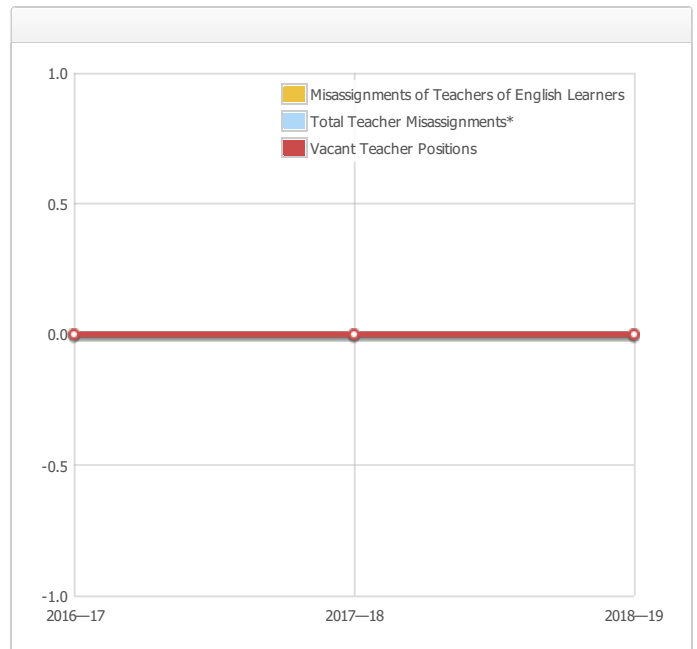
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	11	12	
Without Full Credential	1	2	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/5/2019

## School Facility Conditions and Planned Improvements

During the Fall of 2018 our school moved from a dated rented facility in Nevada City into a newly built facility in neighboring Grass Valley, CA. We now are caretaking 16 acres, including potential farm site and rolling hills. Our Administrative building and assembly room with adjoining classrooms and library are traditionally built. Our classrooms grades 1-8 as well as our Kindergartens are modular construction. As half of the money for the facility was grant, and half was long-term lease, we will be looking towards saving funds and finding other funding sources so that we may oversee the continued maintenance of all of our buildings.

*Last updated: 1/5/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	61.0%	44.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	53.0%	44.0%	30.0%	29.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/5/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	174	98.86%	60.92%
Male	88	88	100.00%	47.73%
Female	88	86	97.73%	74.42%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	15	15	100.00%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	142	141	99.30%	60.28%
Two or More Races	13	13	100.00%	61.54%
Socioeconomically Disadvantaged	93	92	98.92%	57.61%
English Learners	--	--	--	
Students with Disabilities	17	17	100.00%	29.41%
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: 1/5/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	176	100.00%	43.75%
Male	88	88	100.00%	40.91%
Female	88	88	100.00%	46.59%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	15	15	100.00%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	142	142	100.00%	45.07%
Two or More Races	13	13	100.00%	46.15%
Socioeconomically Disadvantaged	93	93	100.00%	40.86%
English Learners	--	--	--	
Students with Disabilities	17	17	100.00%	11.76%
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: 1/5/2019*



# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.3%	44.8%	41.4%
7	17.4%	26.1%	43.5%

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: 1/5/2019*

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

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

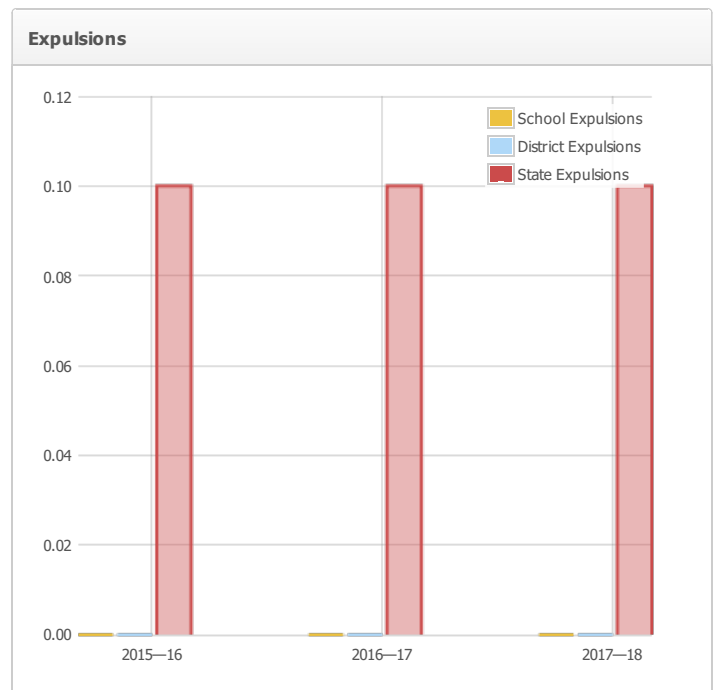
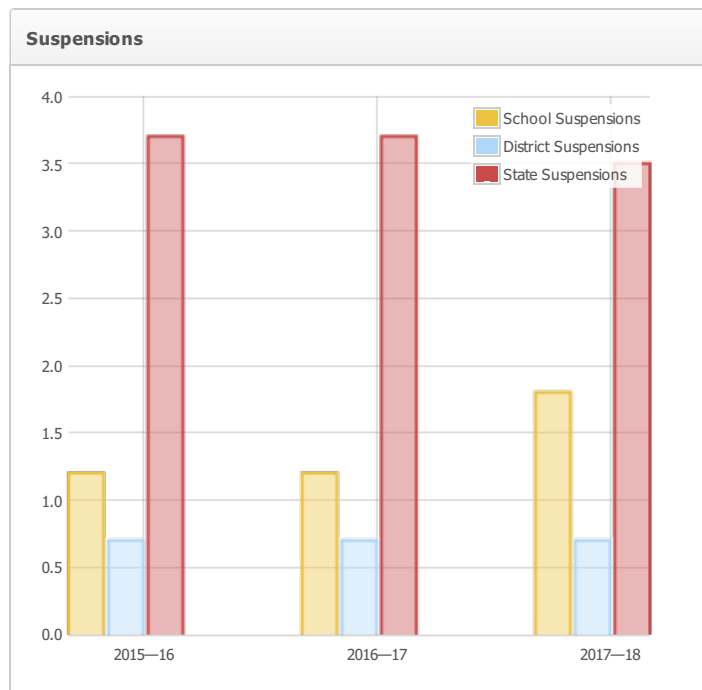
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.2%	1.2%	1.8%	0.7%	0.7%	0.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2019

## School Safety Plan (School Year 2018—19)

Yuba River Charter School currently has a comprehensive plan of Emergency Procedures. This plan was reviewed in the Fall of 2018 and will be presented to the Board of Directors for approval in the winter of 2019. 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: 1/5/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	2	
1	31.0		1	
2	31.0		1	
3	29.0		1	
4	29.0		1	
5	25.0		1	
6	29.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	2	
1	32.0		1	
2	29.0		1	
3	29.0		1	
4	29.0		1	
5	29.0		1	
6	21.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	2	
1	31.0		1	
2	32.0		1	
3	29.0		1	
4	29.0		1	
5	29.0		1	
6	29.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/5/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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	0.6	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.

*Last updated: 1/5/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/5/2019*

## Types of Services Funded (Fiscal Year 2017—18)

Yuba River Charter School does not receive 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: 1/5/2019*

## Professional Development

Throughout the year faculty participate in professional development opportunities. Such opportunities relate directly to the role of each faculty. For example, we sent class teachers and support staff to a training this Fall on Early Childhood development. As we are a Waldorf-inspired school we solicit partnerships with Waldorf training centers and invite visiting mentors throughout the year. All full time faculty are paid for 10 in-service days every school year. About half of the professional development is completed via summer workshops.

*Last updated: 1/5/2019*