

Yuba River Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Yuba River Charter School
Street	10085 Adam Avenue
City, State, Zip	Grass Valley, CA, 95945
Phone Number	530-272-6060
Principal	Barbara Linares
Email Address	director@yubariverschool.org
Website	www.yubariverschool.org
County-District-School (CDS) Code	29102980114322

Entity	Contact Information
District Name	Yuba River Charter School
Phone Number	(530) 478-6400
Superintendent	Scott Lay
Email Address	slay@nevco.org
Website	http://www.nevco.org/

School Description and Mission Statement (School Year 2019-20)

Yuba River Charter School's 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	64
Grade 1	35
Grade 2	36
Grade 3	35
Grade 4	33
Grade 5	28
Grade 6	29
Grade 7	29
Grade 8	15
Total Enrollment	304

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	2
Filipino	0.3
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.7
White	81.6
Two or More Races	7.2
Socioeconomically Disadvantaged	51.3
English Learners	0.3
Students with Disabilities	6.3
Homeless	0.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	12	12	12
Without Full Credential	2	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Textbooks and instructional materials used at the school were adopted out of the most recent CORE standard-based curriculum. Beginning in Grade Four, many teachers have chosen to implement the Book Whisperer reading program, since 2011. In Grades 6-8, Houghton Mifflin Harcourt's California Collections texts, together with companion Close Readers consumables, were adopted in 2016.

In 2019/2020, YRCS transitioned to the Big Ideas Learning Big Ideas Modeling Real Life Math curriculum, consisting of differentiated curriculum for Grade 5, Grade 6, Grade 7, Grade 7 Accelerated, Grade 8 Pre-Algebra and Grade 8 Algebra 1, with full implementation for Grades 5-7 in the Fall of 2019, and full implementation for Grade 8 slated for the Fall of 2020.

Instructional materials are limited to use by students in Grades 5-8, 100% of whom are provided assigned textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>Beginning in Grade Four, many teachers choose to implement the Book Whisperer reading program. In Grades 6-8, Houghton Mifflin Harcourt’s California Collections texts, together with companion Close Readers consumables, are used to enrich language arts skills development.</p>		
Mathematics	<p>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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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.</p> <p>Students routinely use Math text books, beginning in Grade 5. In 2019/2020, YRCS transitioned to the Big Ideas Learning Big</p>		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Ideas Modeling Real Life Math curriculum, consisting of differentiated curriculum for Grade 5, Grade 6, Grade 7, Grade 7 Accelerated, Grade 8 Pre-Algebra and Grade 8 Algebra 1, with full implementation for Grades 5-7 in the Fall of 2019, and full implementation for Grade 8 slated for the Fall of 2020.</p>		
<p>Science</p>	<p>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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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.</p> <p>Science instruction incorporates the Goethean method of phenomenological observation, and includes lab write ups in the upper grades.</p>		<p>0.0</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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.		0.0
Foreign Language	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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. The curriculum and overall educational approach at YRCS is primarily based on the developmental model of the unfolding child		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>as presented by Dr. Rudolf Steiner, the founder of Waldorf Education. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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.</p>		
Health	<p>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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 1-5 and 6-8 loops, fostering mutual respect and enhancing the teacher’s ability to meet each child’s needs, as they unfold. The academic curriculum integrates the arts, drama,</p>		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>painting, music, drawing, and modeling. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.</p> <p>As of the 2018/2019 academic year, YRCS adopted the Positive Prevention PLUS Sexual Health Education for America’s Youth curriculum for Health instruction.</p>		
Visual and Performing Arts	<p>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 or cultural arts, movement, music, handwork or practical arts, gardening and visual arts. 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. Predicated on the belief that an interdisciplinary education can be holistic while also targeting State Common Core Standards, curriculum aligns with recommendations put forth by the Alliance for Public Waldorf Education for the appropriate placement of the Common Core Standards into Waldorf Inspired Programs. Teachers often lead the same group of children through the grades in 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.</p>		0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

During the Fall of 2018 our school moved from an historic rented facility in Nevada City into a newly built facility in neighboring Grass Valley, CA. We now are caretaking 16 acres, including a potential farm site and rolling hills. Our administrative building and assembly room with adjoining classrooms and library are traditionally built. Our classroom buildings for grades 1-8 as well as our Kindergartens are modular construction. We are looking towards saving funds for deferred maintenance and sourcing other funding for the future build-out of kitchen facilities, farm, play field, and amphitheater.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: Fall 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	53	43	47	50	50
Mathematics (grades 3-8 and 11)	44	35	29	31	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	164	99.39	0.61	53.05
Male	89	89	100.00	0.00	48.31
Female	76	75	98.68	1.32	58.67
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	134	99.26	0.74	50.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	89	89	100.00	0.00	46.07
English Learners					
Students with Disabilities	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	164	99.39	0.61	34.76
Male	89	89	100.00	0.00	35.96
Female	76	75	98.68	1.32	33.33
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	134	99.26	0.74	37.31
Two or More Races	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	89	89	100.00	0.00	30.34
English Learners					
Students with Disabilities	17	17	100.00	0.00	17.65
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	14.3	42.9	39.3
7	13.8	24.1	55.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

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 Educational Foundation. The Parent Council is the organizational body for the parents. The parent community elects its members from each class, grades K - 8. That elected parent representative 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. The Parent Council serves as the ear and the voice for the parent body. It acts as a steering committee for parent interests and concerns, as well.

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, provide for community building within each class, and so forth.

Parents also sit on the Board of Directors and the Educational Foundation. The Board of Directors serves as the main governing body of the school, and oversees the school's fiscal and legal compliance, as well as it's overall Strategic Plan. The Educational 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: 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	1.8	0.3	0.7	0.7	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		2		21		2		21		2	
1	32		1		31		1		30		1	
2	29		1		32		1		30		1	
3	29		1		29		1		30		1	
4	29		1		29		1		29		1	
5	29		1		29		1		28		1	
6	21		1		29		1		29		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,493	\$418	\$8,075	\$54,596
District	N/A	N/A	N/A	54596
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	7.3	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Yuba River Charter School is guided by the principals of Public Waldorf Education. We are committed to ever-evolving and continuous renewal through practice, research, observation, and active reflection. Our Faculty meet weekly in addition to ten In-Service days per year. During these meetings, professional development occurs with ongoing conversations about academic effectiveness and social health. We have engaged the services of Kim John Payne for a two-year training at YRCS. Mr. Payne is a worldwide consultant and trainer for Faculty and parents and author of the best seller book, *Simplicity Parenting*.

Our teachers teach with attention to the pupil's willingness to learn and support it through daily evaluation. We participate in annual academic standardized testing and use these results as part of our overall evaluation measures for improvements and developments. This year we are introducing a Peer Mentoring Program with broad goals; to improve or develop an understanding of personal approaches to curriculum delivery, exchange insights relating to students and teaching, identify areas of teaching with particular merit or in need of development, and improve a faculty culture of encouragement, support, and respect. We solicit partnerships with Waldorf Education Training Centers and invite visiting mentors and evaluators for all staff throughout the year. This year we are hosting a Waldorf Teacher Training Series called Building Bridges. A combination of thirteen teachers and parents from our school attend this training, in addition to fifteen from our wider community.