

**Yuba River Charter School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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	Michael Martin
Email Address	director@yubariverschool.org
Website	www.yubariverschool.org
County-District-School (CDS) Code	29102980114322

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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#### 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 2019-2020)

Grade Level	Number of Students
Kindergarten	65
Grade 1	35
Grade 2	35
Grade 3	37
Grade 4	29
Grade 5	31
Grade 6	29
Grade 7	29
Grade 8	27
<b>Total Enrollment</b>	<b>317</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	1.6
Hispanic or Latino	7.9
Native Hawaiian or Pacific Islander	0.6
White	81.7
Two or More Races	6.9
Socioeconomically Disadvantaged	48.9
English Learners	0.6
Students with Disabilities	6.9
Homeless	0.9

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	12	12	13	
<b>Without Full Credential</b>	1	1	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b>	0	1	0
<b>Total Teacher Misassignments*</b>	0	1	0
<b>Vacant Teacher Positions</b>	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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** January 2021

Adoption of textbooks and instructional materials used by the school is informed by the most recent CORE standards-based curriculum.

The YRCS Home Study Program is taught out of the Oak Meadows Home Study curriculum, adopted in 2015.

Since 2011, beginning in Grade Four, many teachers have chosen to implement the Book Whisperer reading program.

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

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

Not all curriculum areas rely on student textbooks. Textbooks are not typically used in the elementary grades; rather the teacher presents lessons and the children learn through observation, experience and activity, before creating their own books for each subject taught. In this way, students' beautiful main lesson books become the class textbooks. Their creation provides an important method by which skills and art are integrated into everyday learning. The academic curriculum integrates the arts, drama, painting, music, drawing and modeling, and includes the use of materials such as beeswax, crayons, colored pencils, watercolor paints, paper, chalk, charcoal and modeling clay. This model of education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Beginning in Grade Four, many teachers have chosen to implement the Book Whisperer reading program, since 2011. Since its adoption in 2016, Houghton Mifflin Harcourt's California Collections texts, together with companion Close Readers consumables, have been used in Grades 6-8 to enrich language arts skills development.		0.0
<b>Mathematics</b>	Students routinely use Math text books, beginning in Grade 5. 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.		0.0
<b>Science</b>	Science instruction incorporates the Goethean method of phenomenological observation, and includes lab write ups in the upper grades.		0.0
<b>History-Social Science</b>	In Grade 8, students have access to the A History of US series of textbooks, and learn about the Federal and State Constitutions, using the AJS Publications' annually updated edition of "Our Federal and State Constitutions: California Edition".		0.0
<b>Foreign Language</b>	Students rely solely on teacher resources.		0.0
<b>Health</b>	As of the 2018/2019 academic year, YRCS adopted and began implementing the Positive Prevention PLUS Sexual Health Education for America's Youth curriculum for Health instruction.		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	In every grade we provide quality artistic media including Stockmar watercolor paint and paper and paintbrushes.		0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

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

## School Facility Conditions and Planned Improvements

Our campus is located on 16 acres, including a potential farm site, play field, 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 saving funds for deferred maintenance and sourcing other funding for the future build-out of kitchen facilities, farm, play field, and amphitheater, as well as replacement costs for the modular structures.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 1.4.2021

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	53	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**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 2020-2021)**

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, and interfaces with the School Director and Faculty PC Representative in monthly meetings throughout the school year.

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 its 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	0.3	0.7	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Yuba River Charter School currently has a comprehensive plan of Emergency Procedures. This plan was reviewed in the Spring of 2020 and will again be reviewed by the Board of Directors by the beginning of March 2021. 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. The 2021 plan also includes sections covering our COVID-19 Safety Plan (CSP) and Cal/OSHA COVID-19 Prevention Program (CPP).

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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		22		3	
1	31		1		30		1		30		1	
2	32		1		30		1		30		1	
3	29		1		30		1		30		1	
4	29		1		29		1		29		1	
5	29		1		28		1		29		1	
6	29		1		29		1		29		1	
Other**									19	1		

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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 visit and training at YRCS. Mr. Payne is a worldwide consultant and trainer for Faculty and parents.

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. During the 2019-20 school year, we began review of 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 have solicited partnerships with Waldorf Education Training Centers and invited visiting mentors and evaluators for all staff throughout the year. In 2019-20 we hosted a Waldorf Teacher Training Series called Building Bridges, a partnership with the Center for Anthroposophy and Antioch University. A combination of thirteen teachers and parents from our school attended this training, in addition to fifteen from our wider community.

Due to the nature of safety measures associated with Covid-19, our teachers began to move their trainings to online courses after March 2020 and ongoing. Many trainings for both classified and certificated staff are newly available online, and our staff have welcomed the opportunity.