

Yuba River Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School 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	Denis Hill
Email Address	director@yubariverschool.org
School Website	yubariverschool.org
County-District-School (CDS) Code	29102980114322

2022-23 District Contact Information

District Name	Yuba River Charter School
Phone Number	(530) 272-6060
Superintendent	Denis Hill
Email Address	director@yubariverschool.org
District Website Address	https://yubariverschool.org/

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	32
Grade 2	36
Grade 3	30
Grade 4	30
Grade 5	33
Grade 6	29
Grade 7	29
Grade 8	27
Total Enrollment	303

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	0.3
Filipino	0.0
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.6
White	80.2
English Learners	0.3
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	49.8
Students with Disabilities	7.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	88.14	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	11.86	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	48.70	28.47	12115.80	4.41
Unknown	0.00	0.00	5.70	3.34	18854.30	6.86
Total Teaching Positions	14.70	100.00	171.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

For language arts, Grades 6-8 use "Vocabulary from Latin and Greek Roots: A Study of Word Families" by Prestwick House and "G.U.M. (Grammar Use and Mechanics)" by University of Dayton Publishing.

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.

For math, Grades 1-5 use "Key Curriculum Press".

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

The YRCS Home Study Program is taught out of the "Oak Meadow" Home Study curriculum, adopted in 2015, as well as "Live Education" and other vetted resources.

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 uses a variety of instructional materials to present lessons and the children learn through observation, experience and activity, before creating their own books, called "main lesson books", for each subject taught. In this way, students' main lesson books become the class textbooks. Their creation provides an important method by which skills and art are integrated into everyday learning, fostering imagination and innovative powers, bringing vitality and wholeness to 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, etc.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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. Grades 6-8 use "Vocabulary from Latin and Greek Roots: A Study of Word Families" by Prestwick House and "G.U.M. (Grammar Use and Mechanics)" by University of Dayton Publishing.	Yes	0.0
Mathematics	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 5-7, Grade 7 Accelerated, Grade 8 Pre-Algebra and Grade 8 Algebra 1. Grades 1-5 use "Key Curriculum Press".	Yes	0.0

Science	Science instruction incorporates the Goethean method of phenomenological observation, and includes lab write ups in the upper grades.	Yes	0.0
History-Social Science	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".	Yes	0.0
Foreign Language	Students rely solely on teacher resources.	Yes	0.0
Health	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."	Yes	0.0
Visual and Performing Arts	In every grade we provide quality artistic media including Stockmar watercolor paint and paper and paintbrushes, beeswax, crayons, main lesson books, and colored pencils, as well as chalk, charcoal and modeling clay.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

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.

Year and month of the most recent FIT report

4.27.2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Tiles cracking in modular classrooms. Summer tile replacements, inspection of sub-floor needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leaks have been repaired

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	170	98.27	1.73	51.76
Female	87	85	97.70	2.30	55.29
Male	86	85	98.84	1.16	48.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	61.11
White	138	135	97.83	2.17	49.63
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	54	53	98.15	1.85	39.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	71.43

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	170	98.27	1.73	48.24
Female	87	85	97.70	2.30	42.35
Male	86	85	98.84	1.16	54.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	77.78
White	138	135	97.83	2.17	47.41
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	54	53	98.15	1.85	37.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	42.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	33.93	48.21	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	57	96.61	3.39	48.21
Female	27	26	96.3	3.7	57.69
Male	32	31	96.88	3.12	40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	41	95.35	4.65	48.78
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100	0	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.65%	93.10%	93.10%	93.10%	93.10%
Grade 7	87.50%	91.66%	91.66%	87.50%	91.66%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 TK - 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 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. 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 before each festival is celebrated. Numerous Community Forums occur throughout the school year, typically 5 a year, alongside a regular cadence of Parent Education Events. The Community Forums have a focus on issues and information important to the parents, i.e., policy, programming, parent education, etc., however, each always offers opportunity for direct input from the parents to the school administration, Board of Directors, and

2022-23 Opportunities for Parental Involvement

faculty.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	309	91	29.4
Female	153	152	43	28.3
Male	162	157	48	30.6
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	25	6	24.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	31	29	6	20.7
White	249	246	78	31.7
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	155	154	49	31.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	30	9	30.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.58	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.95	0.02	0.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.95	0.00
Female	0.65	0.00
Male	1.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Yuba River Charter School currently has a comprehensive plan of Emergency Procedures. This plan was reviewed in the Spring of 2022. 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 2022-2023 plan also includes sections covering our COVID-19 Safety Plan (CSP) and Cal/OSHA COVID-19 Prevention Program (CPP).

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	30		1	
2	30		1	
3	30		1	
4	29		1	
5	29		1	
6	29		1	
Other	19	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	28		2	
2	29		1	
3	28		2	
4	31		2	
5	29		2	
6	30		2	
Other	18	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	28		1	
2	26		1	
3	25		1	
4	29		1	
5	29		3	
6	22	1	4	
Other	11	2	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,823.00	\$1,848.10	\$7,974.90	\$57,076.83
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	19.0	

2021-22 Types of Services Funded

Yuba River Charter School has a general fund allocation to operate a learning center to support both special education and general education students in meeting academic targets.

\$300,645.71 was spent on Special Education, including staffing, oversight, service contracts and supplies.

\$159,829 was spent on the school's general education Response to Intervention program, including staffing and oversight for yearly universal reading and math assessments and working with teacher referrals to evaluate and provide supports for students.

RTI specialists work with the Fountas and Pinnell Guided Reading program and the Randy Palisoc Math Fluency program to guide students in the practice and development of targeted skills.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		
Percent of Budget for Administrative Salaries		

Professional Development

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. In the 2021-2022 school year we focused our professional development goals and activities on improving school-wide mathematics achievement, 100% full-inclusion collaborative peer mentoring and support, and community-wide self study of the Seven Core Principles of Public Waldorf Education through the Alliance for Public Waldorf Education. We added in an additional First Thursday of the Month wider staff and community members meeting component to focus on these three PD targets for 2021-2022 and 2022-23.

Our teachers teach with attention to cultivating our students' natural curiosity to learn and then through continuous reflection on effectiveness and success. We participate in state annual academic standardized testing as well as implementing our own local standards-aligned comprehensive testing activities multiple times/events per year. We use these results as part of our school-wide measures for instructional effectiveness, improvements and professional development activities. In the 2021-2022 school year, we have partnered with a number of entities to provide teacher training and professional development opportunities for our faculty and staff including teacher training through Antioch University, the Center for Anthroposophy, teacher development through the Alliance for Public Waldorf Education, and teacher development through The Bay Area Center for Waldorf Teacher Training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10