

American River Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

These fields should be reviewed and updated by the LEA/School.

School Name	American River Charter School
Street	6620 Wentworth Springs Road
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8340
Principal	David Gleason
Email Address	dagleason@bomusd.org
School Website	arcs.bomusd.org
County-District-School (CDS) Code	09-73783-0121566

2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

District Name	American River Charter School---Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Dr. Gabriel Simon
Email Address	info@bomusd.org
District Website	www.bomusd.org

2023-24 School Description and Mission Statement

School Mission Statement

American River Charter School (ARCS) provides a rigorous, challenging, and adventurous education. Varied programs which are responsive to student and family needs will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful, consistent, teacher collaborated instruction, and diligent, persistent student effort. The atmosphere will be joyful, trusting and respectful. Students will become skillful, curious, lifelong learners, creative problem solvers, caring involved community participants, and global citizens.

The mission of the Home School Program is to support parents as the primary teachers of their children through positive collaboration between students, parents, and professional educators.

Educational Program and Philosophy

The American River Charter School (ARCS) is designed to educate students in grades TK-12 who need or desire an alternative learning model to traditional classroom based education. Our programs are based on a structure that meets the needs of our students, consistency of programs, and connections made between students, curriculum and the real world.

The ARCS Home School Program provides an individualized TK-12 learning model that allows students to participate in instruction at home through teacher and parent collaborative selected curriculum, online curriculum and vendors. Those

2023-24 School Description and Mission Statement

participating in the ARCS Home School Program may also participate at the Black Oak Mine USD junior or senior high school with offerings such as PE, art, music, A-G courses and math and science. ARCS students may also participate in extracurricular sports or clubs within Black Oak Mine USD.

Our goal is to offer educational options to provide viable, exciting and creative educational alternatives to students and their families throughout the Georgetown Divide.

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Kindergarten	21
Grade 1	21
Grade 2	16
Grade 3	18
Grade 4	19
Grade 5	13
Grade 6	19
Grade 7	15
Grade 8	17
Grade 9	13
Grade 10	14
Grade 11	26
Grade 12	16
Total Enrollment	228

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
American Indian or Alaska Native	0.9%
Black or African American	0.4%
Hispanic or Latino	7.9%
Native Hawaiian or Pacific Islander	1.8%
Two or More Races	3.5%
White	82%
Homeless	4.8%
Socioeconomically Disadvantaged	41.2%
Students with Disabilities	5.7%

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.

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	8.10	58.68	51.70	85.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.30	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	26.42	4.40	7.36	12115.80	4.41
Unknown	2.00	14.76	4.10	6.82	18854.30	6.86
Total Teaching Positions	13.80	100.00	60.70	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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	6.00	63.91	46.90	77.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.60	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	26.33	3.90	6.43	11953.10	4.28
Unknown	0.90	9.55	9.30	15.41	15831.90	5.67
Total Teaching Positions	9.40	100.00	60.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.60	2.40
Total Out-of-Field Teachers	3.60	2.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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

This is the fourteenth year of our charter school, and we have access to the adopted texts of the Black Oak Mine Unified School District for grades TK-8. The BOMUSD currently uses Math in Focus, which is on the state-adopted list. For our English language arts curriculum, the BOMUSD has adopted Benchmark Advance with supplemental reading texts by Triumph Learning.

ARCS families and students are not constrained by the BOMUSD adopted curriculum.

An ARCS homeschool family works with a qualified, experienced, supervising teacher to select unique specific texts and workbooks that match with the parents teaching style and the student's learning style to create an education environment that allows a student to be successful.

Our students have all the books and educational supports for each class they take. They are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. We offer 4 online curricula for our high school students to access A-G approved classes as they prepare for college and the workplace. Our high school students can also take courses at the local community colleges, Golden Sierra High School and through a variety of CTE program opportunities. Students are equipped with Chromebooks in order to access online curriculum.

Each classroom is equipped with a Newline 75" flat panel, Ladibug DC170 Document Camera, and an E-Box motorized stand for the flat panel. In addition, each teacher is equipped with an HP Chromebox G2 and an HP Chromebook G5.

ARCS students can access enrichment opportunities through private vendors also. Some of these opportunities include, music lessons, dance classes, theater productions, and physical education courses such as karate and horseback riding.

Year and month in which the data were collected

January 10th 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (TK-6) 2017 Common Core, Triumph Learning (5-8) 2014 Online curricular choices for K-8(2023) UC approved online a-g curriculum (2023) for high school	Yes	0%
Mathematics	Math in Focus (K-6) 2014 Big Ideas Math, Houghton Mifflin (7-8) 2015 Online curricular choices for K-8(2023) UC approved online a-g curriculum (2023) for high school	Yes	0%
Science	Prentice Hall* 2002 Online curricular choices for K-8(2023) UC approved online a-g curriculum (2023) for high school	Yes	0%
History-Social Science	Social Studies Weekly; History Alive!, TCI (6-8) 2018; 2011 Social Studies Weekly; Scott Foresman (K-5) 2018; 2004	Yes	0%

	Online curricular choices for K-8(2023) UC approved online a-g curriculum (2023) for high school		
Foreign Language	Online curriculum and local vendors (2023) UC approved online a-g curriculum (2023) for high school	Yes	0%
Health	UC approved online a-g curriculum (2023) for high school Online curricular choices for K-8(2023)	Yes	0%
Visual and Performing Arts	Art in Action (K-8) 2014--Online curriculum and local vendors (2023) Online curricular choices for K-8(2023) UC approved online a-g curriculum (2023) for high school	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

American River Charter School office and Site are located at 6620 Wentworth Springs Road in Georgetown. Our site features four classrooms plus a library and a small multipurpose/cafeteria. Small group activities may occur in any of our class rooms on campus.

ARCS has a beautiful playground with swings, slides and other play equipment. We also have a wonderful ball field which recently underwent a facelift coordinated between the Rotary Club, Divide Little League, Gold Country Softball, the Black Oak Mine maintenance staff and wonderful community volunteers. We also have an outdoor basketball court tether balls, a rebound wall and hopscotch.

There are plans to upgrade the playground with new equipment and to create a versatile community setting that will allow children to participate in outdoor sports while parents can safely supervise their other children.

Also planned for this year is fresh black top sealing for the playground which will make it look "brand new" and be pleasing to the eye.

ARCS has already installed new LED lighting in our interior lighting and has replaced outdoor safety lights with new LED technology which operate on a night time sensor and timer system.

District custodial staff maintain a safe, clean learning environment. One daytime custodian responds to operational needs on a daily basis. District and grounds maintenance staff perform grounds duties and respond to repairs as needed.

Year and month of the most recent FIT report

6/21/22

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	Planned new carpet in MP room and library 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			New LED lighting both interior and exterior 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain replacement in summer of 2023
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs		X	Deferred maintenance request for 2024-25
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X planned replacement with 2024 bond measure

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
		X	

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 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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table will be populated with data by DTS when it is released by CDE.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	40	40	38	47	46
Mathematics (grades 3-8 and 11)	19	16	32	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	137	132	96.35	3.65	40.15
Female	59	57	96.61	3.39	35.09
Male	77	74	96.10	3.90	44.59
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	105	101	96.19	3.81	35.64
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	62	98.41	1.59	33.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	137	132	96.35	3.65	15.91
Female	59	57	96.61	3.39	12.28
Male	77	74	96.10	3.90	18.92
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	105	101	96.19	3.81	12.87
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	62	98.41	1.59	8.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.81	25.71	30.14	22.18	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	77	70	90.91	9.09	25.71
Female	34	31	91.18	8.82	22.58
Male	43	39	90.70	9.30	28.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
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	66	61	92.42	7.58	26.23
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	38	95.00	5.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

- American River Charter School students have access to career technical education (CTE) and vocational/career educational classes through county agencies, a-g approved online coursework, and at our district's comprehensive Golden Sierra High School. In addition, our homeschool students may sign up for vocational classes at ARCS, including Intro to Computers; Food Science; Community Service; and Teacher's Aide, working with their supervising

2022-23 Career Technical Education Programs

teachers on the approved courses of study. All career or vocational classes are integrated with academic skills where students write about their projects or assignments to further develop their technical and academic writing skills. Our students also have the ability to, and are encouraged to, attend local community colleges.

- Our high school students with IEPs work with the district's workability specialist and their involvement and goals are included in their IEPs.
- Supervising teachers work with each student to help them prepare for the world of work. Students produce résumés and practice mock interviews to evaluate their demonstration of learning.
- CTE opportunities are offered through El Dorado County and Placer County. We have had students participate in classes as diverse as auto mechanics, veterinary assistant and cosmetology.

ARCS also offers UC approved, a-g online courses which meet CTE requirements.

2022-23 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.65
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	5.88

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.

2022-23 California Physical Fitness Test Results

This field should be reviewed and updated by the LEA/School.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100
Grade 7	75.9	88.5	86.2	88.5	86.2
Grade 9	100	100	100	100	100

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.

2023-24 Opportunities for Parental Involvement

Parent Support:

American River Charter School was founded by parents who believed in active participation in all aspects of their child's education. This includes an active voice in directing the school. From its inception, American River has had a Parent and community member on our Charter Governance Council.

The Parent Representative to the ARCS Council is responsible for communicating needs or concerns from home school parents to the Council. Check the website for the Parent Representative name and contact information

Our current representatives are:

- * Jessica Anderson, Parent Representative
- * Carrie Arnett District Liaison
- * Juliet Knight, Community Member
- * Anne Thomas, Teacher
- * Christina Mulford, Staff Representative
- * Victoria Hiles and Gage Anderson, Student Representative
- * David Gleason, Director of ARCS

Parent involvement is an integral part of ARCS. Parent involvement may be demonstrated in the following ways:

- Parents volunteer to work in small group instructional settings and assist the supervising teachers with customized learning projects at home throughout the school year.

2023-24 Opportunities for Parental Involvement

- Parents are active members of the school community, helping with festivals, fundraising and field trips
- Our parents are teaching parents and take responsibility for educating their children under the guidance of a credentialed teacher

For more information on how to become involved at the school, please contact the current parent representative, Jessica Anderson, your child's teacher, or the director of ARCS, David Gleason. We are always looking for new and innovative ideas to enhance education for our students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	5.6	5.5	6	7.5	9.4	7.8	8.2
Graduation Rate	93.8	100	94.4	90.9	88	89.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	17	94.4
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	17	16	94.1
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	11	11	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	258	12	4.7
Female	126	122	3	2.5
Male	141	135	9	6.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	25	5	20.0
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	13	10	0	0.0
White	212	207	5	2.4
English Learners	0	0	0	0.0
Foster Youth	1	0	0	0.0
Homeless	11	11	1	9.1
Socioeconomically Disadvantaged	121	118	11	9.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	17	2	11.8

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.79	2.90	2.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

School safety is a top priority at American River Charter School. The American River Charter School developed its school safety plan with input from the district nurse, parents, staff members and the Black Oak Mine Unified School District. The plan is reviewed each fall and training is given for all staff in procedures for fire drills, lockdowns, evacuations, allergic reactions and medical emergencies. We have fire drills and other emergency drills such as lockdowns and shelter in place, that are conducted multiple times throughout the school year.

This year we are updating emergency response protocols using the Catapult system. This system is integrated district wide, on

2023-24 School Safety Plan

all campuses, and communicates quickly with emergency services locally and throughout the county. All teaching and office staff are trained on the usage of the Catapult system so that we may provide the safest educational environment we possibly can.

ARCS has begun the process of replacing older security cameras and this should be completed during the later part of the 2024 school year.

Chromebooks that are distributed to students come with filtering software(Securely) which aims to prevent access to inappropriate content.

Our ARCS Safe School action plan also includes our mission and goals for school culture, which include having a safe environment and involved parents. We also have a goal of ensuring a positive learning environment. We consistently utilize Positive Behavioral Interventions and Supports. Our suspension and expulsion policies follow the BOMUSD policies and are available in our school handbooks and website.

The school safety plan is discussed at ARCS governance council meetings and approved by the BOMUSD board of trustees. The safety plan and Catapult training was presented and discussed to the ARCS Governance Council November 13th, 2023. The facilities "FIT" plan was approved by the BOMUSD August 10th 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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
1	1	1		
4	1	1		
5	1	3		
6	1	1		
Other	10	21	1	

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	1	1		
5	2	3		
Other	8	16	1	

2022-23 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2022-23 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	2	2	0	0
6	2	5	0	0
Other	8	15	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	26		
Mathematics	2	24		
Science	2	22		
Social Science	3	30		

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	16		
Mathematics	1	12		
Science	1	8		
Social Science	2	15		

2022-23 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	26	0	0
Mathematics	2	24	0	0
Science	2	19	0	0
Social Science	3	27	0	0

2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2021-22 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	\$9,289	\$16	\$9,273	\$61,004
District	N/A	N/A	\$8,870	\$74,043
Percent Difference - School Site and District	N/A	N/A	4.4	-9.5
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	33.8	-17.9

Fiscal Year 2022-23 Types of Services Funded

As a charter school, we do not receive additional federal or state funds such as Title I or Gifted and Talented Education (GATE). This year, we will continue to work with BOMUSD on the Local Control Funding Formula. Some examples of fund usage were the purchase of chromebooks, adding online coursework options, increasing counseling opportunities for our students and creating programs and events that stimulate and enhance school culture and involvement. ARCS is a full participant in the BOMUSD's "FAST" program. This program puts students and families in touch with community support services such as food banks, clothing, counseling, and educational supports.

Fiscal Year 2021-22 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 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	\$48,600	\$47,616
Mid-Range Teacher Salary	\$64,609	\$75,580
Highest Teacher Salary	\$89,029	\$100,485
Average Principal Salary (Elementary)	\$116,731	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$126,716	\$125,386
Superintendent Salary	\$178,190	\$157,977
Percent of Budget for Teacher Salaries	26.37%	27.82%
Percent of Budget for Administrative Salaries	4.63%	5.78%

2022-23 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

ARCS was recently granted a 6 year WASC approval. As part of the self study we identified several areas of continued need for improvement. These areas, after being identified, were discussed with staff. This calendar year, the teaching staff and the director have decided to continue it's focus on improving ELA scores of our school. Multiple secondary goals were also chosen. While our student data indicates we are successful in our ELA instruction, the teachers agreed that we could improve all areas of instruction with improvement in foundational ELA comprehension and decoding skills.

ARCS is fortunate to have on staff multiple teachers that have been reading specialists during their teaching careers. These teachers will work with administration to train staff in best teaching practices, assessments, interpretation of assessment data, and implementation of alternative strategies if necessary.

ARCS will also be focusing on Math skills.

Our caaspp testing results showed an improvement in all cohorts except for one. Our teachers have been analyzing the data and are moving forward on instructional methods and curricular selection to continue this result.

Professional development is implemented by the use of workshops, group meetings and individual mentoring.

ARCS teachers are supported by the collection of data, individual mentoring, group meetings, and teacher-director meetings, dedicated to achieving our goal.

ARCS passed it's WASC mid-cycle review in 2023.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3