



SOARING TO NEW HEIGHTS TOGETHER

AMERICAN RIVER CHARTER SCHOOL SELF-STUDY REPORT



**6620 Wentworth Springs Road
Georgetown, California
Black Oak Mine Unified School District**

February 23-26, 2020

Visiting Committee Members

Dr. Scott Smith, Ph.D.
Superintendent/Principal, Johnstonville Elementary School District

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ACS WASC/CDE FOCUS ON LEARNING, 2018 EDITION



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PREFACE



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American River Charter School (ARCS) received its initial WASC accreditation in the Spring of 2017. Since that time, ARCS has undergone many exciting changes. These changes included student population growth, changes in the makeup of the student population, physical changes to our campus, additions to our educational opportunities, and changes in the methods we deliver instruction to our families. As we undertook this self-study process, we endeavored to collect input from all of our stakeholders through a wide variety of forums.

The WASC self-study process was designed and enhanced through collaboration between parents, students, faculty, staff, and community members. Our goal was to reflect on the recommendations from our initial WASC visitation team and to examine the changes implemented during the past three years. The American River Charter School (ARCS) WASC committee consisted of administrators, teachers, support staff, students, a community member, and a Black Oak Mine Unified School District (BOMUSD) liaison. Input was gathered at the ARCS governance council meetings, Local Control Accountability Plan (LCAP) meetings, faculty meetings, staff meetings, and meetings with parents and students. Surveys, both electronic and physical, provided input relating to the needs of ARCS students.

The Fall of 2019 brought a parallel self-evaluation endeavor to ARCS. The ARCS charter petition was up for reauthorization by the Black Oak Mine USD. ARCS is a dependent charter and has had two charters approved by the BOMUSD. While our working relationship is excellent, they hold us to a high standard both fiscally and educationally, in order to renew the charter for another five years. The charter petition renewal caused ARCS to look deeply into its procedures and policies. We are pleased to have met the high standards required by our district in regard to educational programs, education performance, fiscal stability, and community involvement.

During the petition renewal process, the ARCS stakeholders reviewed the Schoolwide Learner Outcomes and academic standards. The group was pleased with student academic progress and success, student population growth, improved college and career readiness for our students and consistent fiscal stability.



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CHAPTER I: PROGRESS REPORT



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PROGRESS REPORT

The past three years have brought significant school-wide changes in personnel, programs, courses and curriculum, and facilities and technology.

During the three years since our initial WASC visit, ARCS has seen important changes in leadership and staffing. The current Director of ARCS, David Gleason, was hired in the Fall of 2018 after the previous director retired to spend more time with her grandchildren. Director Gleason came from within ARCS. He was one of the founding members of ARCS and has served as an independent study teacher since the school's inception. Additional educators have been hired to meet increased demand for our independent study program. We currently have eight independent study teachers with the process beginning to hire a ninth. This will be an increase of four instructors since our initial WASC visit. To increase support for our site-based students, ARCS has increased the hours for all of our site-based instructional assistants.

In 2019, the Black Oak Mine USD established a full time Special Day Class (SDC) on the ARCS campus. This program has one full-time teacher and three special education aides. This program supports students from ARCS and throughout the district.

Our Homeschool Hybrid program, while very popular with a few families, experienced decreased enrollment. In our small school, it was deemed to be financially unstable and disbanded. This decision is also reflected in our charter renewal petition with the Black Oak Mine USD.

We continue to add new educational opportunities. The district-adopted, vertically-aligned math curriculum has been purchased and implemented in our site-based program. ARCS students can now access a second online curriculum which offers UC A-G coursework, AP classes, and many electives.

American River Charter School has a very small campus and space is always in demand. In 2019 the decision was made to eliminate the computer lab and



convert this space to a larger, more centrally located classroom for our active TK/K students. This move allowed for a remodel that created an in-room restroom facility, a quiet one-on-one teaching area, and safer, easier access to the cafeteria and playground. The previous TK/K classroom has been remodeled into a five-room career and counseling center. This room will house speech services, multiple counseling programs, tutoring and intervention programs, a library, and a meeting space for staff and support groups. All this was coordinated with a dedicated investment in technology. All classrooms, except TK/K, have Chrome Carts filled with Chromebooks to support our students at a one-to-one ratio. This includes our Homeschool Room and our Special Education Room. Chromebooks have been purchased for our homeschool students so they can access curriculum and supports in their programs. Along with the Chromebooks, ARCS has purchased “smart” televisions for every classroom, including the Career and Counseling Center.

To support the introduction of new technology, ARCS works closely with the Black Oak Mine USD IT department and has also hired a Staff Technology Coordinator to train, facilitate and support students, staff and parents regarding technology issues as they arise. The ARCS Technology Coordinator sits on the district’s Technology Committee, as does the Director of ARCS. We are fortunate to have trained IT staff that can support teachers in the implementation of technology, instruction, and record keeping. All teaching staff received new Chromebooks and ARCS office personnel received upgraded multi-platform devices. A new nurse’s station was built, and a new computer was installed in this space as well.

The Black Oak Mine USD has implemented a new attendance monitoring program called Families and Students Together (FAST) to reduce absenteeism. ARCS is participating in this program. The new intervention program allows us to follow up on attendance issues and help us put families in touch with support services, which we hope will allow greater academic success for every student.



SCHOOL-WIDE CRITICAL AREAS FOR FOLLOW UP

The initial WASC Visiting Committee of 2017 identified the following as Critical Areas of Follow-Up for ARCS.

1. Vertically align CCSS and NGSS directly into the curriculum and assessments through the use of 21st century academic learning tools.
2. ARCS staff will participate in professional development opportunities that will allow them to connect to the tools and training that will increase their effectiveness in teaching/integrating CCSS, NGSS, technology and student use of digital tools in site, hybrid, and homeschool lessons.
3. Improve college and career readiness for ARCS 9-12 students and increase student access to instructional technology and use of digital tools.
4. All staff should regularly participate in articulation between all district schools in order to build bridges and understanding amongst the educators and ultimately, to best serve all district students.
5. Advertise ARCS' niche in the school district to capture any families that may not be aware of the programs the school offers and might otherwise look outside the school district to meet educational needs.
6. Assessment data should be regularly gathered, reviewed, and analyzed to assess student progress. High school courses should reflect A-G status in the course management portal, and if not A-G approved, stakeholders should be educated on the implications of that on post-graduation.

Goal 1: Vertically align CCSS and NGSS directly into the curriculum and assessments through the use of 21st century academic learning tools.

ARCS faculty have a seat on the Black Oak Mine USD Curriculum Council. Our teachers participated in the research and adoption of district-wide, vertically aligned, TK-8 ELA and Math curriculum. These curricular choices were purchased and implemented during the 2017-2018 academic year. We are currently participating in an El Dorado County Office of Education (EDCOE) math



improvement program with all schools from the Black Oak Mine USD along with other district schools throughout the county. The Black Oak Mine USD Curriculum Council is currently researching and piloting NGSS choices. Final curriculum decisions by the council have not been made at this time. With the introduction of computers and “smart” TVs into each classroom, instructors are able to develop and access lessons that engage the students and align with the current standards.

Goal 2: ARCS staff will participate in professional development opportunities that will allow them to connect to the tools and training that will increase their effectiveness in teaching/integrating CCSS, NGSS, technology and student use of digital tools in site, hybrid, and homeschool lessons.

ARCS teachers and staff have the opportunity to participate in El Dorado County Office of Education trainings, Black Oak Mine USD trainings, educational conferences, private vendor trainings, and onsite trainings delivered by our staff that have expertise. Some of these trainings include Love & Logic, SIPPS, Next Generation Science training, ELA and Math, as well as workshops such as Trauma-Informed Practices. Trainings are budgeted for and opportunities are made available via staff emails and staff meetings and are greatly encouraged by the administration. Discussions are underway to formalize a professional development requirement.

Goal 3: Improve college and career readiness for ARCS 9-12 students and increase student access to instructional technology and use of digital tools.

ARCS has recently constructed a career and counseling center. This center will have information available for students relating to college entrance requirements, what to expect during the college years, the SAT, CTE opportunities, class information, college catalogs, and aptitude investigation. Purchases are ongoing and should be completed by the end of the 2019-20120 school year.



ARCS high school students are assigned computers for the completion of schoolwork, projects, and research, and teachers assist with helping students become technologically adept.

ARCS was the leader for the Black Oak Mine USD when it came to initiating and implementing online, UC A-G course work. We initially started with one online vendor and currently offer four. These vendors are Edgenuity, Acellus, Brigham Young University, and eDynamics. Our research has led to some of these programs becoming utilized by our district's high school and opportunity school.

Golden Sierra High School has been a wonderful resource for ARCS. They have full time counselors that our students can access for information related to workability programs, college visitations, and career exploration. By being a dependent charter, ARCS students can also attend classes at the GSHS campus and experience an alternative learning environment and course selection, which may help prepare them for either college or the school to work environment.

The ARCS website has recently updated its Career and College Planning page to assist families with post-secondary planning. Information updates include standardized testing, concurrent enrollment, serving in the Armed Forces, local Community Colleges, and UC/CSU admissions links.

Goal 4: All staff should regularly participate in articulation between all district schools in order to build bridges and understanding amongst the educators and ultimately, to best serve all district students.

The staff at ARCS participate in many diverse district-wide committees including the Curriculum Council, the Technology Committee, Family and School Support Team (FASST), and the Black Oak Mine USD Wellness Committee. The combination of our small school and our small district has allowed for collaboration, bonding, and friendships to develop between teachers at each of the district schools. For example, this past December sixth grade teachers from all the district's schools attended an El Dorado County class on math curriculum alignment and instructional strategies. This activity provided opportunities for teachers to share unique situations in their classrooms, collaborate, and



brainstorm ways of reaching district-wide standards. In addition, the ARCS Director meets regularly with BOMUSD principals and superintendent to increase collaboration between schools.

Goal 5: Advertise ARCS' niche in the school district to capture any families that may not be aware of the programs the school offers and might otherwise look outside the school district to meet educational needs.

To achieve this goal, we wanted to first ensure that ARCS is meeting the needs of our community and understand what additional services might be wanted. ARCS used its annual survey to answer these questions. The first thing we did was to make sure the offerings at ARCS were indeed needed or wanted by our community. We knew that competing charter schools offered similar services. To combat this we added a more robust homeschool program with additional online A-G courses and electives, additional vendors and classes, increased access to special education services, allowed for more participatory decision making by parents, supported a more active homeschool parent group, reconfigured and remodeled site based classrooms and buildings, added technology throughout the school, trained teaching assistants in reading interventions, streamlined the paperwork process for field trips, brought back retired community members to lead outdoor activities in our nature area, and many more items like this. The second step was to make sure our district's current school administrators, teachers, and support staff knew what we added to the district to complement the existing educational model. The third part was to communicate and educate our community. ARCS has used signage, magazine and newspaper ads, shirts, stickers and many more traditional methods of advertising. We have revamped our website, which is part of the Black Oak Mine web page. We have a livelier more informative Facebook page. Our parent support group, Friends of American River Charter (FARCS) also uses Facebook and social media to communicate with our community. We have found that our best advertising is participating at community events. ARCS is a regular participant at the Kids Expo which is a free event sponsored by Ready by Five, for all children on the Georgetown Divide. Our staff is



encouraged to be involved with the community. You will see ARCS staff coaching, participating with the county food bank, Director Gleason and his wife Dyan have been invited to talk to the Georgetown Care Health Auxiliary about our program and our students are now eligible to apply for scholarships if they choose a health-related future. We have had one recipient of their generosity.

We have noticed that these foundational efforts have begun to bear fruit as our enrollment has increased with most of the new enrollees coming from families who were previously unaware of the ARCS program offerings.

Goal 6: Assessment data should be regularly gathered, reviewed, and analyze to assess student progress. High school courses should reflect UC A-G status in the course management portal, and if not A-G approved, stakeholders should be educated on the implications of that on post-graduation.

All new students are given assessments the first week of enrollment. We are currently using the STAR 360 English and Math assessments at intake. All students are assessed a minimum of three times a year with this program. Teachers consistently use formal and informal assessment of student progress, using the results to make decisions whether supports and/or modifications need to be implemented. All students participate in district wide writing assessments. Writing assessments are also conducted, dependent on the essay writing skills to be developed, e.g., narrative, persuasive, expository, with the results analyzed by individual teacher and further collaboratively reviewed at staff meetings. Instructional planning is driven by the analyzed results.

SBAC testing results are first analyzed in a group setting with dissection focusing on what went well or areas needing improvement on a macro level. Teachers are also given the student results for their class and encouraged to communicate with the previous teacher to determine where potential gaps in knowledge have occurred and where areas of strength are found.

Our high school supervising teachers discuss the implications of non-approved A-G coursework when the students and parents attend their first meeting. To increase



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A-G course selections, we now offer four online vendors and students have access to classes at Golden Sierra High School. We also have students taking courses at local community colleges.





CHAPTER II: STUDENT/COMMUNITY PROFILE



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FOL (2018) Prompt:

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

INTRODUCTION & HISTORY

American River Charter School (ARCS) opened in August of 2010. Our charter petition was written in the Fall of 2009 by a group of innovative parents, staff members, and the Black Oak Mine Unified School District (BOMUSD) Superintendent. It was approved by the BOMUSD Board of Trustees in January of 2010, the State of California in May of 2010, and renewed with both in 2015. We are a unique school with two program options.

Our institution is designed to educate students in grades TK-12. We currently have a TK-8 site-based program, located in Georgetown, and a TK-12 home school program serving students on the Georgetown Divide and surrounding communities. Our school began with 150 students and we have grown each year. We had an average school enrollment of 200 students last year. This year, our enrollment is up to 250.



EDUCATIONAL PHILOSOPHY

ARCS is designed to educate students in grades TK through 12 who need or desire an alternative learning model to traditional education. Our two programs are based on a structure that meets the needs of our students, provides consistency of programs, and facilitates connections between students, curriculum and the real world. In the beginning, our vision included a small Waldorf-inspired class, and even though that class did not continue past the first year due to low enrollment, a stronger and more successful American River Charter School evolved. We are growing and still adapting to meet the needs of our students and families.

This year we increased our classified and certificated staffing to help address the needs of our Local Control and Accountability Plan (LCAP) academic and technology goals. In addition to our homeschool resource center, we have also designed a career and counseling center which will serve the needs of both site and home school students.

ARCS certificated teachers prepare lessons and assignments that are aligned with the Common Core Standards and reflect students' interests. By encouraging students to pursue their interests, talents and passions, American River Charter School will enable students to become self-motivated, competent and continuous learners while pursuing academic competencies and requirements.

The key feature of our instructional approach is individualized learning programs where students are provided alternative educational approaches. Students learn in a variety of ways and are guided in assessing their individual learning styles. A student's learning opportunities might include the following: alternative class settings, such as but not limited to, cooperative small group classes, online courses, tutoring, contracted instruction with businesses and/or participating schools from within the sponsoring district, home-based instruction; the use of traditional and nontraditional texts and learning materials; thematic projects and field studies. Eligible students may participate in community college courses,



mentorships, and vocational training through existing community programs such as the local Regional Occupational Program. Enrolled home school students may also participate in classes, programs, and activities offered at local schools based upon space availability and student readiness for classes such as lab sciences, higher math, foreign language, visual and performing arts, and athletics. Our educational philosophy focuses on five key tenets:

- 1. Individual students' diverse learning styles, backgrounds and needs are given careful consideration.*
- 2. Students experience tasks which challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement.*
- 3. Students are actively engaged in learning experiences which are integrated across curriculum areas and are meaningful within the context of their present and future lives.*
- 4. Students are engaged in real-life studies, exposed to experts and work on authentic projects.*
- 5. Learning opportunities provide information to ponder, experiment, and time to assimilate.*

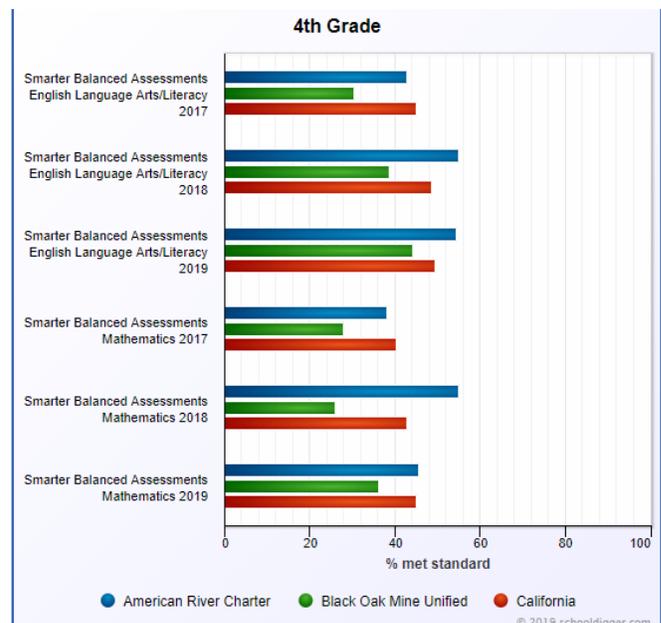
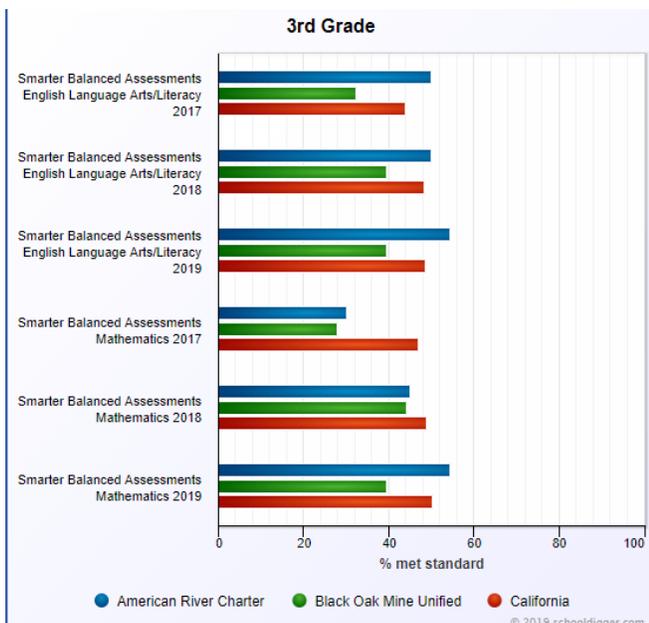
While the traditional school setting is able to meet the needs of the majority of students, there is a growing need within our community for children and parents seeking an alternative learning environment. This program appeals to a wide variety of students. The goal of working individually and in small groups with students most particularly addresses the needs of students with learning differences. Students who fail to meet defined student outcomes may be referred by their teacher or parent to a Student Study Team (SST). At the SST meeting, parents, staff, professionals and sometimes the student will strategize on how to utilize resources within the charter school program to improve student success. Students who participate in special education programs will have their special learning needs addressed in their Individualized Educational Plan (IEP). Other students whose learning issues are not addressed by special education programs may be addressed on an individual basis through general school resources. We are in partnership with EDCOE Special Education Programs, SELPA and Behaviorist for

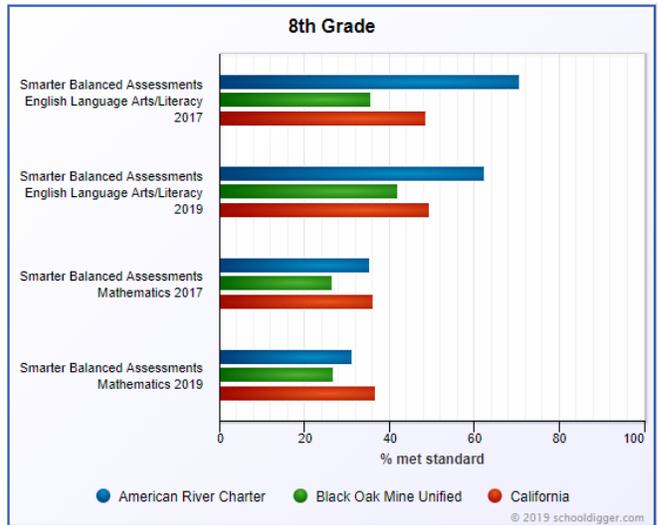
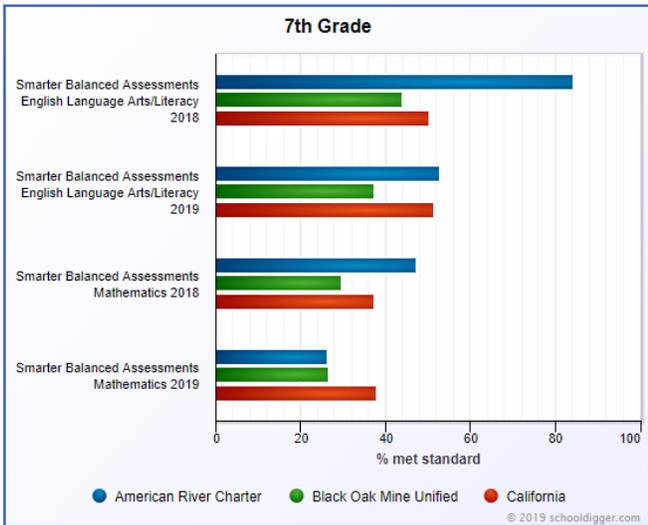
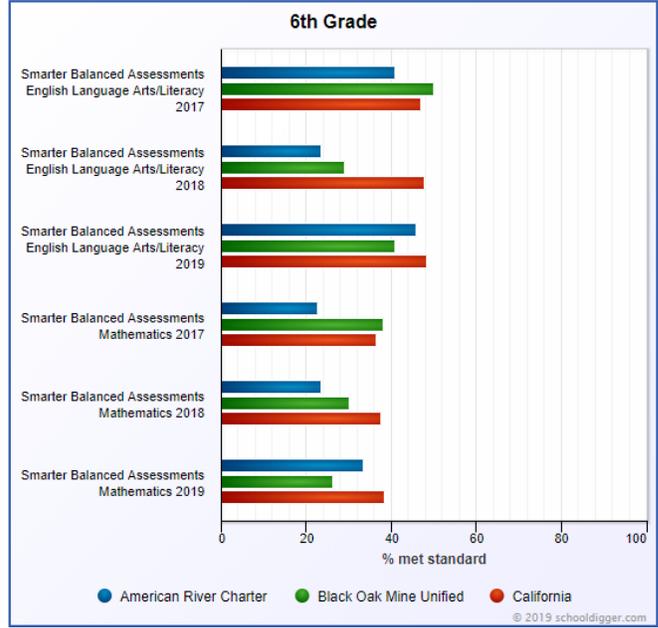
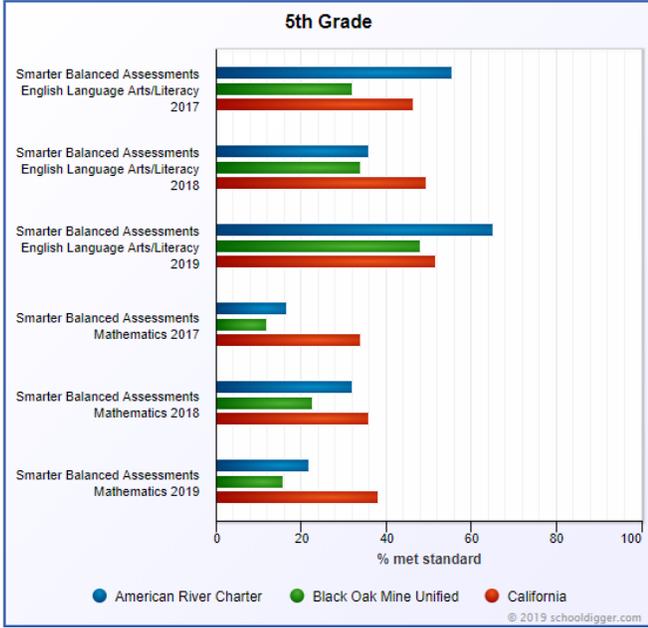


support and resources. Our staff was also trained in PBIS (Positive Behavior Intervention and Supports) this year. We are working on our school culture as an LCAP goal. We believe and practice: ARCS students are Respectful, Caring, and Safe.

STUDENT ACHIEVEMENT

As a condition for our continued existence, ARCS has adhered to the dictates and spirit of California Charter Law when it comes to student achievement. The Smarter Balanced Assessment Consortium (SBAC) scores (see below) for ARCS indicate that our students have been equal to or better than our district schools and compare positively to California results. There are no graphs for our high school students due to such few students in specific grade levels so as to be statistically insignificant. Individual results are similar to school wide data. We piloted a reading intervention program for our struggling students in 2018 and found good improvement in our ELA scores. All instructional aides have now been trained and we hope to see even greater improvement this coming spring. A similar math intervention program is being designed because we find inconsistency in our results and our goal is for consistency and stability throughout the school.







SCHOOL PERFORMANCE OVERVIEW

American River Charter 2018-2019 Academic Year

Explore the performance of American River Charter under California's Accountability System.

Chronic Absenteeism Red	Suspension Rate Blue	Graduation Rate No Performance Color	College/Career No Performance Color
English Language Arts Green	Mathematics Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD NOT MET	Implementation of Academic Standards STANDARD NOT MET
Parent and Family Engagement STANDARD NOT MET	Local Climate Survey STANDARD NOT MET	Access to a Broad Course of Study STANDARD NOT MET	

School Details

NAME American River Charter	ADDRESS 6620 Wentworth Springs Road Georgetown, CA 95634-9701	WEBSITE http://arcs.bomusd.org	GRADES SERVED K-12
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AMERICAN RIVER CHARTER

Student Population

Explore information about this school's student population.

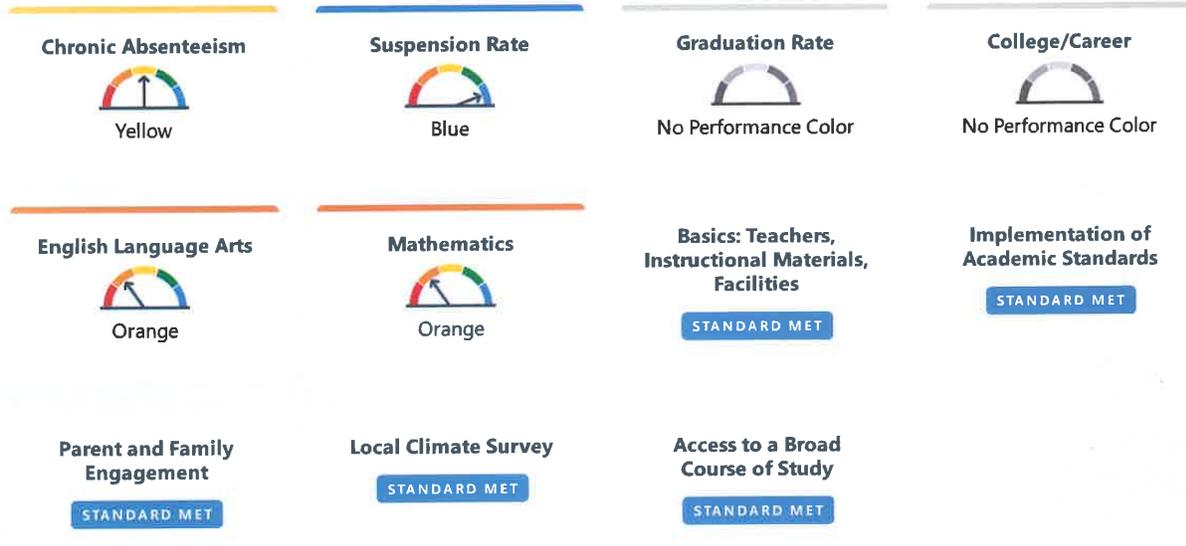
Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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SCHOOL PERFORMANCE OVERVIEW

American River Charter 2017-2018 Academic Year

Explore the performance of American River Charter under California's Accountability System.



School Details

NAME
American River Charter

ADDRESS
6620 Wentworth Springs Road
Georgetown, CA 95634-9701

WEBSITE
<http://arcs.bomusd.org>

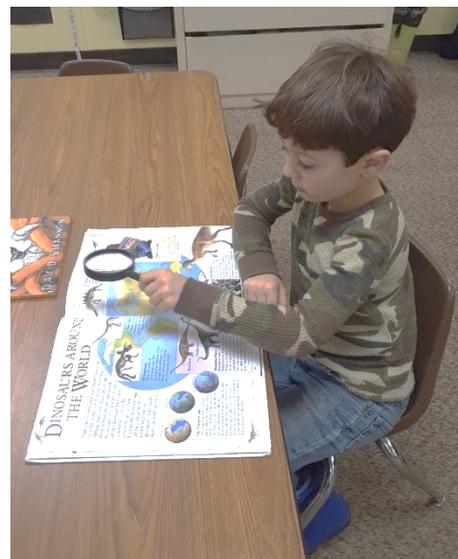
GRADES SERVED
K-12

AMERICAN RIVER CHARTER

Student Population

Explore information about this school's student population.





OTHER PERTINENT INFORMATION:

Each of our thirteen teachers are credentialed. Additionally, one of our instructional aides is credentialed, and three others hold college degrees. Our school boasts full time special education services on site in addition to two full days of speech services weekly. We also have weekly counselling programs and the availability to access all BOMUSD-provided services. All of this helps our school to maintain an attendance rate above 94% and a 0% dropout rate for five academic years. Student teacher ratios are 19:1 for site classes, with each class having at least one instructional aide, and 25:1 for our home school program. We currently have no EL/LEP students and our free/reduced lunch program eligibility is at 51%.



CHAPTER III: SELF-STUDY FINDINGS



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A1. VISION AND PURPOSE CRITERION

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the ARCS LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the ARCS LCAP, the school's purpose is defined by Schoolwide Learner Outcomes and Academic Standards.

Vision - Mission - Schoolwide Learner Outcomes - Profile

A1.1 Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Our Mission

American River Charter School 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, life-long learners, creative problem solvers, caring, involved community participants, and global citizens.

Our Schoolwide Learning Outcomes

Students at ARCS will strive to be:

Academic Achievers who:

- Meet or exceed California state grade level standards



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- Express ideas clearly, creatively, and effectively
- Solve problems and develop problem-solving strategies
- Value and practice artistic expression
- Develop and practice critical thinking and study skills
- Attain college-readiness by graduation
- Appreciate learning as a continuous process

Healthy Individuals who:

- Engage in physical exercise regularly
- Practice leading a healthy and balanced lifestyle

Contributing Community Members who:

- Work effectively as team members
- Treat others with respect
- Participate actively in school activities and events
- Take responsibility for their actions
- Understand the meaning of social responsibility

ARCS' independent study classes, community vendors, online courses, academic courses offered through Sierra and Folsom community colleges, CTE courses, classes at Golden Sierra High School, are aimed at making ARCS graduates college and career ready. With effective, ongoing communication and support from the supervising teacher, students and parents are able to choose the correct curriculum to meet each student's educational goals. This mission is reflected within the school's community of students, site-based teachers, supervising teachers, and parents. The goal of ARCS is to communicate continually and effectively within this group of stakeholders, with strong support by the administration and business office to meet this educational goal.

ARCS serves an academically-diverse student population in TK through 12th grade by implementing the philosophy that all students can succeed academically and globally within the two models of education we offer. Both the site-based program and homeschool program offer pathways for students to develop and succeed based on their individual learning styles. Schoolwide Learning Outcomes focus on teaching students to think creatively and critically, to embrace and develop curiosity and become caring members of the community they reside in. The homeschool student, with the assistance of the supervising teacher, can tap into



their own interests and build a personalized program that will best meet the needs of that individual student. Through this process, ARCS is able to meet the needs of its students while remaining true to the vision of the school.

ARCS can serve El Dorado, Placer, Sacramento and Amador counties but concentrates its energy on our local community, the Georgetown Divide, which is served by the Black Oak Mine USD. We currently operate one campus located in Georgetown, California but due to the wide expanse of this mountainous district, investigation has begun into the possibility of a small learning center further down the mountain. We are only investigating space within our school district boundaries.

American River Charter School is operated under the Black Oak Mine Unified School District (BOMUSD) as a dependent charter. The BOMUSD Superintendent, the Black Oak Mine Governance Board, the ARCS Charter Council, and ARCS staff and parents support the Mission Statement and Schoolwide Learning Outcomes in accordance with California state standards. ARCS has just received the support of BOMUSD for its second charter renewal, which will extend our relationship until 2025.

Supporting evidence:

- 1. Charter Petition**
- 2. LCAP**
- 3. SBAC Scores**
- 4. Website--Facebook**
- 5. Survey results**

A1.2 Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.



American River Charter School engages in several effective processes and forms of communication to continually develop and refine the vision, mission and schoolwide learner outcomes. These processes include:

1. Monthly Charter Council Meetings
2. Monthly Staff meetings
3. Monthly ST/Student/Parent meetings
4. Monthly Administrator meetings with the BOMUSD
5. Parent and Staff Annual Surveys
6. Monthly meetings with parent support group
7. Monthly BOMUSD Board meetings

The ARCS Charter Council is comprised of one student, one community member, one supervising homeschool teacher, one site-based teacher, one classified staff member, one parent from the homeschool community, one parent from the site-based community, one district appointed liaison, and the ARCS Director. Parents, staff, and community members can visit the ARCS website to see current information about the school, Charter council agendas and minutes, and staff contact information. ARCS also maintains a Facebook page.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:

A1.3 Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

The ARCS Charter Council is purposely designed to include all of the stakeholders within the school community. This Charter Council works with the ARCS Director



to formulate the LCAP and develop or modify school vision and learner outcomes. This was demonstrated in 2019 as all stakeholders participated in the renewal writing of ARCS charter petition. The Charter Council also participated in updating bylaws and parent/student handbooks. The ARCS charter council members are elected by their own constituency so as to have equality in representation of the school.

The ARCS Supervising Teacher monthly meetings are the ongoing tools for students and parents to understand and participate in the school's vision to create a unique customized pathway to future success. Student progress is discussed and goals are revisited and/or revised to improve student accountability and achievement on assignments. At the initial meeting, and at parent/student orientation meetings, which are held at the beginning of each school year, each family receives an information folder that contains the expectations for a student at ARCS as well as materials and paperwork needed for the year.

"Back to School Nights" are held at the ARCS Campus to further communicate school processes and program options which support ARCS mission. ARCS site teachers produce wonderful newsletters for their classes and this information is sent home with the student and transmitted electronically to the parent. All of ARCS teachers pride themselves in the ongoing communication process with all families.

Supporting evidence:

- 1. Back to School Nights**
- 2. Parent Orientations**
- 3. Supervising Teacher meetings**
- 4. Cooperative Parent/Teacher conferences**
- 5. Newsletters**
- 6. Diverse stakeholder representation on Charter Council**



A2. GOVERNANCE CRITERION

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide Action Plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

The American River Charter School (ARCS) is a dependent charter of the Black Oak Mine Unified School District (BOMUSD), which has a five-member Board of Trustees. The BOMUSD Board has a set of approved Board Policies and Board Bylaws. ARCS annually submits its Local Control and Accountability Plan (LCAP) for review and approval by the BOMUSD Board; such approval ensures that ARCS programs are aligned with district policies that support the achievement of schoolwide learner outcomes, academic standards, and college-and career-readiness standards. Community members, members of the parent organization (Friends of American River Charter School) are invited to attend via open meeting notices. The ARCS Charter Council meets monthly at which information about district as well as school business is put on the agenda. The school programs are WASC accredited. State-mandated SBAC assessments are given to ARCS students



just as they are given to other district students; data is reviewed in partnership with other district leadership and progress is annually reported to the BOMUSD.

At quarterly meetings of the BOMUSD Board of Trustees, Uniform Complaint Procedures are reviewed, reported and approved by the Board.

To what extent does the governing board delegate implementation of these policies to the professional staff?

The BOMUSD Board of Trustees has delegated its authority to the BOMUSD superintendent for the general operations of ARCS; this work is conducted in coordination with the ARCS Director. Additionally, ARCS has a Charter Council. The Charter Council operates according to bylaws that are annually reviewed and adopted by the Council, after review by stakeholders. Constitution of the Council is established in the Charter petition as are the responsibilities of the Council.

The BOMUSD Board appoints a BOMUSD Board of Trustees Charter Council Liaison who participates in all charter meetings and acts as a voting member, as per the ARCS petition.

In the Fall of the 2019-20 school year, the BOMUSD Superintendent sent the ARCS Charter Council a letter outlining roles and responsibilities of the BOMUSD Board of Trustees, Charter Council and staff. This letter was well-received by members of the council and staff. It was entered into the minutes of the Charter Council meeting on September 9, 2019.

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The ARCS Charter Council drafts the LCAP with input from all stakeholders at regularly scheduled Charter Council meetings. Amendments to the plan may be brought forward to the Council for approval at regularly scheduled meetings which can then be brought forward to the BOMUSD Board for discussion and final approval. These amendments would be made if material changes are recommended by staff or stakeholders and approved by the Charter Council. The



BOMUSD Board of Trustees meet annually at ARCS to hear community input on the LCAP yearly assessment evaluation, and future goals and action plans. ARCS then annually submits its final Local Control and Accountability Plan for review and approval by the BOMUSD Board.

A3. LEADERSHIP: DATA-INFORMED DECISION-MAKING AND ONGOING IMPROVEMENT CRITERION

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-based and collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Based on multiple sources of data (including but not limited to CAASP, Renaissance Learning CAASP aligned STAR assessments, BRI, SDQ, Step Up To Writing and curriculum-based formative and summative assessments), the stakeholders of American River Charter School evaluate student achievement and design our schoolwide program to address challenge areas and ensure that all student groups are meeting schoolwide learner outcomes, academic standards and college-and-career-readiness standards. Decision-making is accomplished through a cooperative relationship between teachers, ST's, Instructional Aides and leadership. The ARCS Council is an important vehicle for communicating data



results to parents and community members who are important members of the council and provide valuable insight and feedback regarding our program design.

Findings:

- Student data from multiple sources is collected by administration and compiled in a whole-school format to show schoolwide areas of proficiency as well as areas of need. This information is disseminated to stakeholders via staff meetings and ARCS Council meetings.
- Administration, classroom teachers, IA's, ST's, parents and community members are involved in the process of reviewing data, recognizing student needs and adjusting our program to meet those needs. Each group involved in the process provides a unique and important perspective on student achievement.
- We have implemented SIPPS, Read Live and Lexia to support students who are reading below grade level. These interventions have been provided as before and after school intervention programs, small focus groups during the school day and as part of our Special Education Program.
- In response to student needs, ARCS stakeholders have made changes to the school facility as well in order to provide the physical space needed for small group interventions, speech, Primary Intervention Program, Counseling groups, and College/Career Counseling.
- Edgenuity and Acellus are online learning platforms that track student learning and allow for teachers to make changes to the curriculum, and step in to help when they see an area a student is struggling.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.



A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career- readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP? To what extent does the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed?*

ARCS administration and staff review student results on the CAASP and all assessments on an on-going basis as well as yearly. Our schoolwide survey process gathers information from all stakeholders including parents, community members, teachers and staff each year to evaluate the success of our programs and to guide our decision-making process as we plan for the upcoming year and make long-term goals for the future.

Findings:

- Based on the results of our surveys and student assessments, we have upgraded our technology program by moving away from a “computer lab” which was comprised of a classroom populated with twenty-eight desktop computers. The lab was shared by all 5 classes and the homeschool program. We now have a 1:1 student to device ratio. All classrooms are equipped with charging stations for Google Chromebooks.
- In response to parent survey input, we have provided more arts opportunities including both visual and performing arts opportunities. A schoolwide musical was the highpoint of our arts program and we have multiple local arts instructors who have provided instruction in singing, drums and learning to read music for our K-8 students. Performances at annual events such as ARCS Winterfest and the local community Nature Fest in the Georgetown Nature Area showcase student talent.
- As part of our ongoing efforts to build our school climate, the results of the survey have guided us as we implemented a school-wide positive behavior program, (PBIS).

Staff Actions/Accountability to Support Learning



A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

American River Charter School and all of its staff members are highly committed to teamwork as a school philosophy. Both of our programs, site based and homeschool, have teachers on our charter council. Our associated staff, instructional assistants, and office personnel also have full representation on our charter council. We have staff members that participate with our parent support group and as a liaison with the Black Oak Mine USD. One example of this collaborative spirit is all personnel from the Director to the Charter Council members, teachers, and support staff committed to read, reflect upon, and discuss at their staff meetings, the book "The Ideal Team Player" by Patrick Lencioni. This supported our philosophy of equality and participation by allowing for self-reflection and improvement as individuals and carrying that forward to interactions within our school. During each charter council session, time is set aside for reports from teachers and our parent support group (FARCS). The individual staff meetings are used for assessing existing methodology and creating improvements to support students. Our staff have participated with other district teachers in the selection of new curriculum, improving technology usage, and the creation of improved communication channels within the school and with parents. As challenges manifest themselves, all stakeholders contribute to solutions. The team decision attitude has resulted in improved back office efficiency, an increase in educational opportunities, technology implementation, increased communication with parents, a revamping of the campus layout, and consistency of academic achievement.

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.



A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

At ARCS, the administration has continued to work to provide information in a variety of ways in a timely manner. An internal staff calendar was delivered to staff electronically before the school year began. Meetings, evaluations, testing and school wide events were on this calendar. By being a small school, the ARCS director has an “open door” policy in which teachers and staff can discuss concerns as they arise. For confidential concerns, meetings are scheduled at appropriate times. Staff meetings are conducted with all groups throughout the month and email communication is used on a daily basis. Most planning is conducted at staff meetings and the ARCS charter council. The ARCS director is highly visible and interactive on the campus and is easy to find for the quick conversation between classes, at lunches, and after the school instructional day has ended. ARCS also uses its website, a Facebook page, and Blackboard connect phone calls. If differences arise, ARCS looks to its petition, handbooks, and bylaws for guidance. By being a dependent charter, ARCS will reference the Black Oak Mine USD board policies. Our site-based teachers are in negotiations with the Black Oak Mine USD for union representation. ARCS will be following the union protocols once they are finalized and will be working with the union representative and/or mediator as necessary.

A4. STAFF: QUALIFIED AND PROFESSIONAL DEVELOPMENT CRITERION

A qualified staff facilitates achievement of student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.



A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

American River Charter School maintains a staff of highly qualified educators. All staff members, from credentialed teachers to office staff, are hired from a competitive pool of applicants in a collaborative process by working in conjunction with the Black Oak Mine USD personnel director. We use EdJoin to accumulate qualified applicants and conduct live, in-person interviews. Our interview committee is composed of the stakeholders most likely to be interacting with the new position. This committee always has at a minimum, the Director of ARCS, a parent, and a teacher on it prior to hire, references listed by the applicant are contacted, with weight given to their experiences. Each new hire must be fingerprinted and cleared by the DOJ prior to employment. All faculty are fully credentialed in the state of California, and several have additional graduate degrees or certification in subjects relevant to their teaching.

Once hired, faculty undergo regular professional development. Newly credentialed teachers go through two years of close mentorship with a master teacher, as well as trainings and monthly meetings. Credential maintenance is monitored by the Black Oak Mine USD human resources department. ARCS takes the issue of professional development very seriously and sets aside financial resources each year in its LCAP for the ongoing training all of its staff. Many of ARCS faculty take advantage of the resources provided by the El Dorado County Office of Education for trainings, workshops, and other forms of professional development. All staff participate annually in district mandated trainings. These trainings include suicide recognition, sexual harassment, first aid, and blood borne pathogens just to name a few. Teachers and staff also attend conferences related to their specialty. These conferences have included topics such as auditing and financial, legal, course specific, and general offerings like "Love and Logic," "PBIS," and "Trauma Informed Practices".) ARCS does in-house trainings on safety protocols and procedures, gradebooks and Google programs. We are considering adding a professional development requirement for all teachers for the coming school year to ensure that all teachers are completing this critical training.



Supporting Evidence

- Interview process
- Credential monitoring
- DOJ
- Mentoring
- Reference checks
- Professional development
- County Office of education
- District Trainings
- Staff meeting agenda

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

ARCS staff are encouraged to engage in projects that reflect their skill and passion for education. When teachers are teaching material they love, students are more engaged in the classroom. All teaching faculty are provided with support at ARCS. All beginning teachers have a mentor which guides new teachers in best practices and valuable reflection of skills and lessons. Teachers are also trained in the technology needed to support classroom and individualized learning; specifically, in using Google Docs, Class Dojo and Aeries. The ARCS Director has an open-door policy that encourages teachers to collaborate frequently to ensure that students are receiving the highest-quality education possible.



Supporting Evidence

- **Highly qualified staff**
- **Online county webinars**
- **Mentors**
- **Google docs training**
- **Aeries training**

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Staff at ARCS are provided with the Employee Handbook, which delineates staff policies and procedures. While it is written in an accessible form and is updated in a collaborative effort with the ARCS charter council, improvements need to be made. Updating the Employee Handbook is a goal for the next school year, and it is on our Action Plan. The ARCS charter council has all staff represented on its board. Renewing and updating the charter petition and bylaws and procedures also are collaborative efforts by the ARCS charter, administration and community members. Employment contracts are prepared by the district and available for employee acceptance and signature at the beginning of each year. Schoolwide program and policy decisions are made in a collaborative manner. These decisions are reviewed first by staff stakeholders and then presented to the ARCS Charter Council for further discussion and input.

ARCS staff complete fire, shelter in place, and lockdown drills, practicing the procedures put in place for any emergency situation. In each classroom and the



main office are safety binders which have procedures for each emergency, the students in that classroom, and health conditions of specific children. To facilitate quick and easy communication, ARCS has transitioned to the “Catapult” emergency notification system which works as an app on every teacher’s cell phone. This app allows for reporting and monitoring by the entire school and district.

All staff members complete annual district mandated online training on their responsibilities as Child Protective Services’ Mandated Reporters.

Supporting Evidence

- **Employee Handbook**
- **School policies**
- **Fire drills, lockdown drills**
- **CPS Mandated Reporting online training**
- **Job descriptions**
- **Employment Agreement**
- **Collaborative decision making:**

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time, and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*



ARCS staff participate in ongoing professional development, including required trainings as well as optional conferences and workshops. Professional development topics range from how to deliver new subject content, updated state mandates, as well as the latest emergency procedures. Professional development training has been an ongoing emphasis at American River Charter School with the administration supporting staff to pick individual professional areas of interest through funding budgeted in the LCAP. It has been our experience that staff return eager to present new ideas, information, and techniques, which are then employed in both the classroom setting and our independent study program.

The evidence that the professional development has been employed successfully is manifested in consistency of state testing scores, our ability to retain students, and our increasing student population. We are beginning to see students take AP classes and apply to four-year institutions at a higher rate. Staff regularly report anecdotal evidence that student achievement and a deeper understanding of concepts is improving based on the quantity and quality of the information shared from professional development opportunities. We are considering adding a professional development requirement for all teachers for the coming school year to ensure that all teachers are completing this important training.

Supporting Evidence

- **Benchmark Assessments**
- **Curriculum choices**
- **Implement technology**
- **Staff choice in professional development**
- **Graduation rate**
- **College acceptances**
- **Learning record meetings**
- **Implementation of information shared at staff meetings**



A4.4. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

American River Charter School uses UC A-G approved online providers for high school students who choose to complete part of their coursework online. We also use online supplemental programs in both programs. As we have striven to become a “one to one” technology embracing program, our teachers and parents have investigated and implemented programs that encompass the needs of all our students. We offer interventions for our struggling students, such as Read Live and ALEKS to supportive/supplemental offerings like Reading Eggs and Moby Max to UC approved A-G and AP courses. Our staff gets training in-house from experienced teachers or through the vendors.

Supporting Evidence

- **EdGenuity**
- **Acellus**
- **EDynamics**
- **BYU Online**
- **Read Live (Read Naturally)**
- **ALEKS**
- **Reading Eggs**
- **Moby Max**
- **Zingy Science**

Supervision and Evaluation



A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings The director of ARCS strives to keep in continual contact with faculty and staff, and to provide excellent supervision and consistent evaluation. For credentialed employees, the executive director conducts two check-ins each year, one early in the school year and one mid-year, early in the second semester. For instructional assistants and support staff scheduled meetings occur throughout the year. For both support staff and credentialed staff, the annual evaluation between the employee and the administrator is an opportunity to review the year, to assess one's own performance as well as progress on goals, to set goals for the next year, and to communicate any needed feedback or guidance. The effectiveness of this evaluation process is reflected in the continued health and growth of the school community and the low turnover rate among faculty and staff. Once the union negotiations between the BOMUSD and the ARCS site teachers is complete the results of that settlement will be implemented.

Supporting Evidence

- **Twice yearly check-ins credentialed staff**
- **Yearly evaluations support staff**
- **Annual evaluations**

A4.5. Additional Online Instruction Prompt: How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

ARCS is not completely an online school. We engage students using multiple avenues of instruction. Our first goal at ARCS was to support our staff as we move forward with online instruction. We employ a technology mentor who also is on the BOMUSD Technology Committee. We also have access to the BOMUSD IT



Supervisor, whose office is less than fifty yards from our campus. These two people have facilitated the installation of new hardware and its usage. As we have grown, we have hired new staff with technology backgrounds and familiarity with the operation of online programs. This has worked out very well, as these teachers have introduced new and successful programs into ARCS. The teachers at ARCS act as mentors to their colleagues with the implementation of new technology. For example, after reviewing our ELA scores we decided to implement a pilot program using Read Live with some of our struggling students. The results were positive, so we have had the lead teacher (a homeschool teacher) train all of our instructional assistants to run the program to better assist our site-based students. We have also trained our special education teacher and his assistants so the students under his care can partake in this educational program. Another recent hire introduced us to Acellus Learning, a K-12 UC-approved A-G online program. She is the mentor teacher to the school as we implement another wonderful educational choice for our families. In order to support our ARCS staff who, have students in online classes, we provide training and reference documents with hints, contact information, and procedures to monitor student progress. Supervising Teachers serve as troubleshooters and facilitators to ensure that students can navigate online platforms and access all aspects of their online courses. We also use vendor provided trainings and webinars.

A5. RESOURCES CRITERION

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college-and-career-readiness standards?

American River Charter School offers two types of programs designed to educate students in grades TK-12. Our TK-8th grade site-based school and our TK-12th grade Homeschool program are managed under one budget. ARCS is completing its tenth year of operation and continues to work closely with the Black Oak Mine



Unified School District business office in all areas of fiscal management, including the development of our annual budget.

ARCS uses the LCAP process to document current year as well as projected long-term goals and the resources to be allocated to fulfill them. In addition, the ARCS Charter Petition, which just received its second five-year renewal this month, lists long-term goals. Our LCAP for the coming school year will include projections through 2022-2023 school year.

The director of ARCS is responsible for the development of the annual budget and the process of determination and allocation of resources includes input from many sources throughout the year. Initially, it begins with a projection of student enrollment. This process begins in January of each year with the parents of current students completing an 'intent-to re-enroll' form. The intent form, if returned before the deadline, secures the returning site-based students a seat in the classroom with the homeschool students retaining their place on their Supervising Teacher's roster. Enrollment is then opened to new students. As stated in our charter petition, the open enrollment period ends the last Friday in February. Staffing and space requirements are analyzed, and new students are enrolled dependent on the results. At the conclusion of the open enrollment period, calculations are made to determine the estimated projected base and supplemental ADA revenue for the following school year.

The school leadership and staff are involved in the resource allocation decisions. Staff meetings are held on a regular basis where collaborative dialogue focusing on improving learning outcomes occurs. Student success is always a prioritized goal, with the on-going cycle of assessment, planning, implementing, monitoring, and reassessment driving the use of resources. Annual student assessment results are collaboratively evaluated and noted with plans for improving student achievement being reviewed and refined during the LCAP preparation process.

Parents of ARCS students also have opportunities throughout the school year to provide input to the allocation of funds. Parents are invited and notified of scheduled ARCS Council meetings. The ARCS director regularly attends parent-group meetings to encourage input and surveys are sent to parents prior to



beginning LCAP preparation. In addition, the ARCS director has an open-door policy where parents may meet with him one-on-one as requested. Students also have their voices heard as the ARCS director encourages student ideas for school improvement through candid talks and group meetings with students throughout the school year. ARCS Council members and community stakeholders receive LCAP and budgets updates and student academic progress and achievements are provided during monthly Council meetings.

The vision, mission, and student achievement plan of ARCS with stakeholder input is the foundation of the budget process. American River Charter School has managed its resources effectively since their initial year and has adequate reserves to meet economic uncertainty as well as achieve long-term planning goals set to support students' achievement of the schoolwide learner outcomes, major student learning needs, academic standards, college and career readiness indicators and standards, and schoolwide learner outcomes.

ARCS has six classrooms dedicated to the site program's TK-8th grade students and SDC/Resource Specialist. In addition, one classroom is a homeschool classroom. This room houses an instructional materials resource library where homeschool supervising teachers and students may check out learning materials to assist in meeting their learning goals. Our planning and organizing efforts to meet our goal of establishing a College-Career/Counseling Center were fulfilled this year with the conversion of a portable classroom to a modern multi-purpose support center. Space is coveted at ARCS and this new room provides the much-needed quiet environment conducive to one-on-one and group tutoring, counseling, test preparation, as well as speech services.

The campus has a large office building with offices for the ARCS director and the office/finance manager. There is a dedicated nursing office located within the front reception area, convenient for students requiring her services. There is workspace provided for additional support staff, photocopying, and school supplies organization.

ARCS has a cafeteria in which students have breakfast and hot lunch available each school day. Inspections are made on a regular basis by the El Dorado County Health Department and ARCS has passed each inspection with favorable



comments. The ARCS kitchen manager is certified in food handling and is a member of the BOMUSD Wellness Committee.

Restroom facilities are available for both students and staff and while they have ramps and are wheelchair accessible, they are in need of a refreshing update. BOMUSD provides all maintenance, grounds, and custodial services to American River Charter School. ARCS has an onsite designee who oversees proper reporting procedures for building and grounds safety needs, injuries, and other health and safety related issues.

ARCS follows the purchasing procedures set by the Black Oak Mine Unified School District and has site procedures in place to acquire instructional materials for both the site and homeschool program needs. The procedures are very effective. Teachers and students have the instructional materials needed for the implementation of student achievement plans. ARCS has an established resource library that includes non-consumable instructional materials available for checkout by homeschool families. The library is in the process of being re-established after being relocated to the College/Career-Counseling Center. All materials are tracked using the Surpass library software. ARCS has access to IT tech services on-site as well as through BOMUSD to meet our technological needs/goals.

Specific staffing needs are evaluated through the budgeting process. ARCS has seen an increase in enrollment in our homeschool program which required the hiring of more homeschool teachers to maintain an average student/teacher ratio of not more than 25:1 that is mandated for independent study programs. This increase in student enrollment has greatly impacted the workload of the office staff and will necessitate an increase in staffing to adequately ensure the timely acquisition and distribution of learning materials to homeschool students.

ARCS staff is paid according to ARCS salary schedules.

ARCS teachers and support staff have participated in many district and county staff development opportunities. Attendance at these sessions equips our teaching staff in applying research-based methods into their classrooms. BTSA has also been provided to new teachers. Professional Development is budgeted for annually and is encouraged.



ARCS is a dependent charter school and works very closely with the BOMUSD Chief Business Officer (CBO), following calendars and timelines set by the District. The nature of this relationship provides for very effective and sound financial practices as BOMUSD provides oversight and support to ARCS. American River Charter School follows district policies and procedures regarding staffing and purchasing needs. In addition, ARCS has established internal purchase order request procedures and handling of Associated Student Body (ASB) funds which include separation of duties to protect against fraud.

Annual audits are conducted of American River Charter School as part of the Black Oak Mine Unified School District audit. ARCS has received a clean audit each year. ARCS staff is committed to following policies and procedures to ensure sound and ethical business practices.

A6. RESOURCES CRITERION [CHARTER SCHOOLS ONLY]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*



The ARCS director works with the ARCS charter council to develop its long-range plans and capital needs in relation to the ARCS vision and mission. This is done by involving all of the stakeholders which compose the ARCS charter council. ARCS works closely with the BOMUSD Chief Financial Officer to review ongoing expenditures as well as plan for long term capital improvements. We also work with the district's maintenance department in relation to proposed campus alterations and the associated costs. ARCS has been participating in the BOMUSD long-term facility improvement committee. The district has employed architects and school facility planners to revamp the district schools and these planners have made multiple visits to ARCS to consult with us about our needs. The ARCS Director reports at all charter council meetings about proposed changes and engages in discussion about the ramifications of plans and ideas. The ARCS Chief Financial Officer reports monthly to the charter council about the current enrollment and the financial status of the school. Long term planning is a collaborative effort and the results of this collaboration form the basis of our LCAP document.

Supporting Evidence:

- **LCAP**
- **Charter Council Agendas**
- **Meetings with Facilities Management**
- **Meetings with BOMUSD CFO**

A6.2. Indicator: Regular Accounting and External Audit Procedures: The school has a written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*



American River Charter School is a dependent charter school receiving funding through the Black Oak Mine USD in accordance with current law. ARCS has a comprehensive Fiscal Control Policy, adopted by Charter Council, to ensure the most effective use of funds available to support the mission of the school and to ensure that funds are budgeted, accounted for, expended, and maintained appropriately. The Fiscal Control Policy defines internal controls and contract approval process and reflects compliance with generally accepted accounting principles (GAAP). A qualified auditor, who employs generally accepted accounting practices applicable to the school, will perform an annual financial audit of ARCS. The Black Oak Mine USD, ARCS's sponsoring entity, will oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs in addition to a review of the school's internal controls. To date, ARCS has not experienced any audit exceptions or deficiencies. Should one occur in the future, the school's administrative team will review and report to the Charter Council with recommendations. The Charter Council will submit a report to the BOMUSD describing how the exceptions have been or will be resolved. ARCS also sends its Chief Business Official to annual trainings sponsored by the state of California and other recognized accounting and compliance workshops.

Supporting Evidence:

- **Annual Audit**
- **BOMUSD Oversight**
- **Budget Review Process**
- **Fiscal Control Policies and Procedures**
- **Instructional Budget Guidelines**
- **Attorney/Financial workshops and Trainings**
- **End of year closing of the books**
- **Financial reporting**
- **Fiscal planning**



- **Accounting, including AP/AR**
- **Payroll**
- **Personnel**

Budgeting Process – Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

The ARCS budget is developed at the site level with input from administration, Charter Council, and staff. The annual budget is directly aligned with the school's Local Control and Accountability Plan, reflecting expenditures which support the ESLRs and LCAP goals. In addition, the budget tracks the school's supplemental funding, which is principally directed towards the school's unduplicated student population. For transparency purposes, the budget is approved in open session at the American River Charter School Charter Council and monitored at the site level with fiscal oversight provided by the Black Oak Mine USD. Each Adopted and Interim Budget includes a detailed narrative, budget summary, multi-year projection, and cash flow update. ARCS maintains a standing agenda item for all Charter Council Meetings to discuss updated cash flow, expenditures, and any new budget proposals or challenges. Budget proposals and/or new funding opportunities are also discussed at monthly staff meetings when applicable. The ARCS director and ARCS CFO meet at least monthly to review any budget changes and to brainstorm solutions. Monthly staff meetings include time to discuss any budget concerns or impact on planned purchases, trainings, or activities. The Charter Council approves all Annual, and 1st and 2nd Interim Budgets.



Supporting Evidence:

- **Annual parent/staff survey**
- **Charter Council agenda and minutes**
- **Detailed budget narrative, budget summary, cash flow, multi-year projections**
- **Adopted, 1st Interim, 2nd Interim**
- **Local Control and Accountability Plan**
- **Staff meeting agendas**
- **Website**
- **Monthly business manager meetings with BOMUSD**
- **BOMUSD oversight**

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

The school conducts periodic wage comparisons to both local schools and similar classroom and non-classroom-based programs in an effort to continually offer competitive prevailing wages and benefit options for faculty, administrators, and staff. ARCS supports employees with a robust package of benefits, including health coverage, HSA contributions, CalSTRS contributions, 403(b) options, vision and dental benefit options, and life insurance. These are the same coverages offered by BOMUSD. In addition, ARCS provides the same raise packages and percentages as negotiated by the teachers union and the Black Oak Mine USD.



Site based teachers have small class sizes, averaging around 22 students, and Supervising Teachers maintain student loads of 25 to 1. In addition, all site classrooms have a full day instructional assistant. Our SDC class maintains a ratio of 1 aide for every 4 students. ARCS is very fiscally conservative and is projected to have nearly 600,000 dollars in reserve. In the ten years of ARCS existence, the school has never been in deficit spending. Part of our founding philosophy was that we would be financially strong and thus we could be creative in designing educational opportunities.

Supporting Evidence:

- **ARCS salary schedules**
- **Charter Council agendas and minutes**
- **Employee Handbook**
- **Health coverage and additional benefits**
- **Policy binder**
- **Multi-year projections**
- **Cash flow**

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

ARCS maintains a strong presence and solid reputation in the communities it serves, evidenced by steady enrollment numbers, the occasional student waitlist, and word-of-mouth referrals. In the past ARCS has employed traditional



advertising concepts with very little success. We have found that offering a solid educational program has resulted in local families talking about their experiences and driving enrollment. We do have a Facebook page, as does our parent support group. We have a presence on the BOMUSD web page, and we maintain one for our school. We have found that participating in community events to support other worthwhile projects has created a positive image among diverse groups in our small mountain community.

Supporting Evidence:

- **T-shirts**
- **Bumper Stickers**
- **Newspaper Advertising**
- **Facebook**
- **ARCS website**
- **BOMUSD website**
- **Yearbook**
- **Participation in Community Events (Kids Expo--Food Drives)**
- **Speaking to Community Groups**

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public



In collaboration with the ARCS director and the Charter Council, American River Charter School develops a budget which reflects and supports the goals of the school's LCAP. ARCS meets with the Black Oak Mine USD CFO to review the developed budget for accuracy and accountability. Once reviewed, the budget is then presented at the monthly Charter Council meeting for approval. This meeting is open to the public and meets the requirements of the Brown Act. The Charter Council approves the budget and LCAP prior to formal submission to the Black Oak Mine Board of Trustees. ARCS also utilizes its website, and Facebook pages as communication tools to families and the public.

Supporting Evidence:

- **BOMUSD agendas and minutes**
- **Posted Charter Council agendas and minutes**
- **Staff meetings**
- **ARCS website**
- **ARCS Facebook page**



CATEGORY A SUMMARY: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

The diversity of our student population necessitates and fosters collaborative and cooperative interactions. The governance, leadership, and fiscal stability is the solid foundation of American River Charter School, which was built on a vision and



mission that has continued to be collaborative and inclusive over the last 10 years. ARCS is dedicated to supporting each student's individuality using a wide range of academic and enrichment opportunities through a team of dedicated staff, students, and parents. The governance of ARCS is purposeful in its diversity. The ARCS Charter Council has been constructed so that all stakeholders have a voice. These nine stakeholder groups include: a site teacher, a homeschool teacher, a member of the support staff, a site parent, a homeschool parent, a student, a community member, a representative from BOMUSD and the administrator. ARCS, as a dependent charter, works closely with the BOMUSD and relies on their expertise in fiscal and budgetary questions, legal processes, and the delivery of daily services such as a free and reduced lunch and bus service. In addition to our inclusive charter council, ARCS has standing reports from our parent support group (FARCS), the site teachers, homeschool teachers, and our CFO. The school budget is fiscally sound and is monitored by the BOMUSD CFO. The fiscal stability of ARCS continues to support staff and students in creative and modern ways. Examples of these supports include new technology, exciting and engaging field trips including Mono Lake/Bodie, science museums, Crocker Art Museum, The B Street Theater, and more. The Charter Council, administration, and the BOMUSD continue to offer fiscal support to staff such as competitive salaries, employee benefits and professional development. This support has minimized staff turnover and ARCS has hired 4 new teachers and multiple support staff.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

ARCS is adapting and collaboratively moving forward on several significant developments. The ARCS site-based teachers have elected to unionize and are currently working through their negotiations with the district. The negotiations are ongoing, and the Charter Council will be addressing the outcome and implementation of the negotiated contract based on the final contract agreement. The homeschool teachers have elected not to join the site teachers in their unionization journey.



Soaring to New Heights Together

We are also working to implement a technology sustainability plan while increasing and improving the usage of technology by staff and students, improving the campus to make delivery of needed services more efficient and available, implementing the new science standards in coordination with BOMUSD adopted curriculum, and continuing to develop and support an understanding of the communication tools available to all ARCS stakeholders.

ARCS will be adapting and collaboratively pressing forward on some key issues. These include:

The ARCS site teachers have voted to unionize. The homeschool teachers have rejected this idea. The negotiations have not been completed and the Charter Council will be making decisions in the near future based on the outcome of this contract agreement. Employee handbook revisions will also be completed then.

Improving and increasing the usage of technology by staff and students.

Implementing a technology sustainability plan.

Improving the campus to make delivery of needed services more efficient and available.

Implementing the new science standards in coordination with BOMUSD adopted curriculum.

Codifying professional development for our teachers.

Continue to develop and support an understanding of the communication tools available to all ARCS stakeholders.





CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

American River Charter School uses research-based curriculum and interventions to provide a standards-based, rigorous and relevant education for our students. Our site program is based on connecting students with rigorous curriculum through meaningful activities that include direct instruction, hands-on application and social-emotional learning strategies. In conjunction with administration, teachers select approved standards-based curriculum that best suits their students' needs. Teachers are highly encouraged to seek out and share educational research through trainings such as SIPPS, Step Up to Writing, Read Live and others. Ongoing professional development and assigned reading such as "The Art and Science of Teaching" by Robert Marzano assists teachers in developing their understanding of how best to meet their students' needs in a research-based model. ARCS provides our teachers with Professional Development trainings that are based on educational research in order to provide teachers with up to date and meaningful teaching strategies that help to prepare the ARCS students for college and career readiness as well as life. In order to provide up to date teaching methods, including the common core curriculum that



has been rolled out, the adoption of new textbooks that ensure common core and 21st century themes have been adopted in English, Math, and Social Studies. Teachers have been trained in the use of these textbooks and the continuation of utilizing the online formats and resources of these textbooks continue. The adoption of technology in the classroom has been a focus for ARCS the past few years. In an effort to prepare our students, funding has been allocated to purchase technology across the entire school. Each classroom from first grade through homeschool has a traveling Chromebook cart for teachers to utilize in the classroom. In addition, ARCS has installed “Smart” TVs in each classroom, TK/K included. Each teacher has been provided with their own Chromebook and more printers are being installed into classes. In conjunction to the increase in access of technology in the classroom, professional developments have been set aside in the last three years to train teachers in technological teaching strategies in the classroom.

In our homeschool program, parents work with their Supervising Teacher (ST) to construct the most effective curriculum for their students. Allowing the flexibility in curriculum, parents and ST’s can use multiple learning platforms, from online coursework to more traditional text/book instruction to maintain a rigorous, standards-based curriculum. Students have different learning styles and by designing a mix of online and book curriculum this allows the students to work to their best ability. Our online coursework for high school students is available through 4 vendors which offer the A-G UC-approved coursework necessary for college and career preparedness. Both the site and homeschool programs are also using researched based online programs for interventions with our struggling students. ARCS trains teachers, staff and parents to deliver many of these interventions in an ongoing effort to support the success of all our students.

ARCS is a big believer in academic enrichment courses. We put on theatrical productions (The Lion King), enable students to participate in art and music courses at our local high school, offer music and dance classes to our independent study students, and support students taking CTE classes. We currently have students taking courses at one of our local junior college also.



ARCS supports its high school students by making available SAT prep classes and paying for the test. ARCS participates with Golden Sierra High School when college visitation field trips are conducted as well as doing our own. In the Fall of 2019, our 7th and 8th grade classes made trips to Sacramento State and Chico State. We have made an effort to start earlier in the promotion of higher education in a community that traditionally has not placed a high value on college.

Supporting Evidence:

- **Online A-G learning opportunities such as EdGenuity, Acellus, BYU, eDynamic**
- **Junior College enrollment**
- **Field trips to universities**
- **SAT**
- **Field trips to enhance standards-based learning**
- **El Dorado County Office of Education training**
- **Technology availability**

Academic and College- and Career-Readiness Standards for Each Area:

B1.2. Indicator: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC A-G requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*



An ARCS student creates an academic course of study that will enable the student to achieve his or her postsecondary goals. This is done with the student, the parent and the supervising teacher working together to customize a plan unique to the learner's future dreams. Each learning plan includes meeting the Common Core State Standards in core content subject areas and blending that with the student's learning style and interests. Courses offered through our four online vendors and through Golden Sierra High School meet California state graduation requirements as well as college and career goals. While core subject area courses meet the UC's A-G requirements, other college and career opportunities are available for students who choose not to attend the UC/CSU system. These include the local community college or Career Technical Education (CTE) opportunities. The recognition that all students exhibit different learning styles and capabilities, ARCS has a wide variety of curricular choices available to the student. Students may opt to take classes online, through the local high school, through the local community college, through local vendors, accessing work experience style classes (Sheriff Explorer program, Garden Valley Fire Department, etc.) and the CTE program. ARCS is committed to the student by making sure the learner has the opportunity to fulfill UC A-G required coursework and create an option to matriculate to the college or university of their choice and also to be capable of success in other venues that don't necessitate a college degree.





Congruence with Student Learner Outcomes and Standards:

B1.3 Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Standard-based curriculum continues to be a major emphasis within the ARCS academic program. Concepts taught in all courses are aligned to California Common Core State Standards. Teachers at ARCS have been researching and aligning their coursework to academic standards. American River Charter School's independent study program inherently promotes congruence. STs meet monthly with students to discuss assigned work and how that work will prepare students for their futures. American River Charter School believes that each student learns differently and, as a result, not all students will benefit from one schoolwide curriculum. STs and families regularly discuss what is being taught and whether the curriculum is meeting the needs of the assignment objectives as well as the student's learning style, all while aligning with the Common Core State Content Standards. The choices for our high school students to meet UC A-G requirements



can be met by using one of four online vendors as well as attending a class at the local high school.

Integration among Disciplines:

B1.4 Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

ARCS has a multitude of programs and options for students and teachers to take advantage of cross-curricular integration across disciplines, with a focus on differentiated instruction to meet the needs of all types of learners. Our vision at ARCS was to create experiential learning experiences for our students. Our students participate in historical tours and field trips, conduct experiments and investigative lessons in our 20-acre nature area, and create art projects of all types (paint, sewing, cooking). Our students have access to music, dance, museums and science camps. Our teachers and parents are constantly coming up with new ways to make the curriculum “come alive” by integrating experiential learning opportunities. We also take advantage of career programs like the El Dorado County Sheriff Explorers and the Garden Valley Fire Department which begins the training for kids to become firefighters and paramedics. Older students have also participated in CTE courses like cosmetology, culinary arts, and auto mechanics.

Community Resources and Articulation and Follow-up Studies:



B1.5 Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

ARCS is a unique stand-alone school in the Black Oak Mine USD. Our high school program is solely independent study based and relies on our reputation in the community for our enrollment. Our TK-8 homeschool program competes with multiple similar charter schools and also relies on its reputation for its continued increased enrollment. The ARCS site-based TK-8 program sits virtually next door to the BOMUSD grammar school, Georgetown elementary. Our school is spatially limited and is a school of choice within the district. Our site based 8th graders feed into Golden Sierra High School, which is the only high school in the district. Many of our home school students also feed into the local high school. The ARCS high school program has created another opportunity for the district. A good working relationship is in place and students can be placed, with movement going both ways, in the most appropriate setting for success. We have followed the district's graduation requirements and are in constant communication to make sure students do not fall through the cracks.

ARCS holds a student orientation night and a back to school night. Our parent group, FARCS, hosts a Winterfest and a Springfest in which we have vendors and a large turnout from the community.

We currently do not have a follow up program to collect data about our graduates and the effectiveness of our program. Anecdotally, we are now seeing students that were under our tutelage in the past, make the choice to enroll their children in ARCS. We also see and hear from parents whose children have moved from our small community, talk about their pathways in life. We are working to create a



better survey system so we can track students after they leave ARCS to better assess our success in reaching our SLOs.

B2: Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs – Full Range of Choices:

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

To support students in the process of making appropriate college and career choices, ARCS offers a variety of coursework for the student and family to choose from. AT ARCS our high school supports students in college readiness by requiring all students to pass the UC/CSU A-G requirements in order to graduate from high school and be prepared for college entrance. AP coursework is offered through online vendors for those choosing this pathway. Rigorous coursework with a wide latitude in elective courses is intended to offer students ample opportunity to explore career fields of interest prior to attending a university. In addition to college preparatory coursework, ARCS offers a variety of career readiness course work to allow for exploration in career options. ARCS offers enrollment in CTE courses, online course related



to career skills, and work experience/job shadowing opportunity. ARCS offers SAT/ACT preparatory classes and covers the costs of the exam. on the weekend and support to both parents and students through multiple trainings offered regularly throughout the year. American River Charter School's individualized learning program believes that students and their families need to participate in making student educational choices so that students can pursue a full range of realistic college and career options. Students regularly meet with their STs to evaluate their course work and to discuss how the coursework is preparing them for their postsecondary lives. When student needs are not being met, an adjustment to a student's curriculum can be made quickly. Students mature and change as they progress through their teen-age years and ARCS recognizes that constant interaction with the family can change curriculum to best prepare them for their future beyond high school.

Accessibility of All Students to Curriculum, including Real World Experiences:

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

ARCS promotes and encourages all students to take classes that are rigorous, relevant and college preparatory in nature. It is our belief that this will prepare students for their life outside of school without regard to which pathway they choose, college or career. The ARCS high school program is rooted in independent study. An ARCS student may take classes in any manner that supports their individual learning style and their future goals, including independent study, online classes through ARCS approved vendors, private, ARCS approved, specialty vendors, CTE options, and community college courses. To support all students, ARCS offers students the chance to participate in tutoring of core subjects such as ELA and Math. If a student needs additional tutoring, ARCS supports hiring



individual tutors to achieve student success. To make the curriculum relevant, ARCS encourages and enables STs and site teachers to include real-world examples and scenarios that allow students to process through how they will make informed and appropriate choices.

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC A-G requirements, including lab courses.*

American River Charter school students can access an extensive list of UC A-G approved courses offered through four ARCS approved vendors. During the past three years, ARCS has added two new online vendors to create options for our students as they select UC A-G coursework. The addition of new vendors has also increased the breadth of elective courses available to students for exploration. The online science courses have approved “wet lab” approval. We have found that the foreign language requirement is easier to meet for students by using online sources. This variety of languages available has encouraged students to learn beyond what would be available at our local high school. As an example, we currently have a student learning Chinese. Our students also have the availability to take classes at our local high school, Golden Sierra HS. Golden Sierra offers foreign language and science courses that meet the A-G requirements. To ensure access to these courses, ARCS makes Chromebooks available to these students. The student also has the option to access the internet and online coursework at the ARCS campus. The supervising teacher monitors and supports the student as they navigate the online curriculum.

Student-Parent-Staff Collaboration:

B2.3. Indicator: **Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.**

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*



Aeries, the district-mandated learning management system used by teachers for grade books and digital classroom management, is available via Internet for all stakeholders enabling parents, students, counselors, and teachers to monitor and communicate regarding each student's progress and success in their courses. Parents have access to all of the students' records including class grades, standardized test scores, homework assignments, and attendance through the parent portal. Many of our site teachers have begun implementing "Class Dojo" for in class communication and for contacting parents. The ARCS Supervising Teachers meet with the student and parent on a regular basis to monitor, discuss and revise goals and address any changes needed to achieve success for the independent study student. Students, parents, and STs have the ability to meet as often as necessary to discuss, plan, or change the student's courses or assignments.

For both of our programs, communication can take many forms. This communication may include monthly meetings and conferences, emails, phone calls, text messaging, video conferencing, and instant messaging. ARCS also uses our website, the ARCS Facebook page, Blackboard all calls, the FARCS webpage, and the BOMUSD communication channels.

Post High School Transitions:

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

ARCS is a very small school and is committed to evaluating and re-evaluating the effectiveness of all the programs offered by us. The strategies and programs to facilitate transitions to college, career, and other postsecondary high school options are part of this evaluation process. While each ST mentors his and her current high school students to help them create a plan for future success, ARCS felt that this was waiting too long. We felt that students needed to begin laying the



foundation of success earlier and began implementing programs at younger grade levels. Some examples of this thinking are: We now schedule college visitation days beginning in 7th grade, we have invested in technology to teach students how to use the tools they will be required to use in college or the workforce, we offer online courses that would never be available for a small mountain community, we work with CTE, and have available work and shadowing opportunities. The postsecondary plan is reviewed throughout a student's time at ARCS and is discussed when a student, family, and ST are making plans for the next school term to make sure the student's graduation requirements are being met. Progress on the student's plan is discussed during regular monthly learning record meetings so that assignments can be created to support each student's passions, interests, and learning style.

CATEGORY B SUMMARY. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

American River Charter School committed to providing a college preparatory curriculum that will prepare students to become California's next generation workforce. We have increased our vendor options that deliver UC approved A-G courses from one to four. We have made available Chromebooks for all students so they can access online curriculum. We have created a career/counseling center which serves both the site students and homeschool students. This multi-purpose meeting place allows us to deliver remedial and supportive instruction, support the socio-emotional needs of our students by bringing in counselors and mental health professionals, allow for delivery of special education services such as speech and occupational therapy, and to create an area where supervising teachers can discuss college and career options with students and families. ARCS values student and family input in choosing the best curricular materials to meet student



needs. We purchase updated texts for our families. ARCS teachers and staff participate in professional development opportunities that support student learning and ultimately student success. These professional development experiences improve the individual teacher who will share with the staff which ultimately improves our overall ability to deliver quality education to all of our students regardless of program, grade, or socio-economic status. ARCS continually assesses its program offerings to determine new areas of need, success or failure of our programs, and then addresses these needs through an action plan in collaboration with our stakeholders. One valuable area of need to come out of this process was the development and training of staff to be able to deliver reading and math interventions. We piloted a reading intervention program in the 2018/19 school year for our struggling students and found it successful. We have since trained teachers and aides in the delivery of this program and all site-based classrooms can intervene with their students. We are designing a similar program for math the 2019/20 school year and will assess its success to determine if we wish to implement or continue to explore for a different method to prepare our students in mathematics.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- ARCS provides a flexible, dynamic, and innovative curriculum that includes independent study, site-based classes, online classes, availability to access our local high school, community colleges, CTE programs, and work experiences.
- Purchasing updated and integrating standards-aligned curriculum into all programs that offers flexibility to adapt to the unique learning style of each student.
- Our Supervising Teachers have a natural warmth and comfort to them that allows for collaboration and support for families and students.
- Professional development resources benefit the entire staff and students.



- Our teachers participate on district wide curriculum adoption/investigation committees.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continue to add reading and math interventions for students of all grades and from all programs.
- Adoption of new core curriculums that are vertically aligned. Adoption of new science curriculum (working with the BOMUSD curriculum council).
- ARCS will continue to increase early exposure to career training and college options.

C: STANDARDS - BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the school-wide learner outcomes, academic standards, and college- and career readiness standards, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the school-wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work has informed this understanding.*



American River Charter School believes that students learn in different ways and to meet this challenge, the school offers a variety of curricular and instructional options to take any one class. Challenging and relevant work by ARCS students is confirmed at their monthly learning record meetings. In addition, STs review student work, measure mastery, and encourage advanced application of material and concepts. These meetings also provide an important opportunity for STs to gauge student progress and pacing through course materials and curriculum. While our program allows and encourages students to work at their own pace, the ST still maintains the vital role of guiding students through coursework in an appropriate fashion. Students and teachers employ the following practices to examine and evaluate student work while ensuring relevant engagement with the curriculum:

- One-on-one meetings with their Supervising Teacher a minimum of once each learning period. These guiding meetings are more frequent at the beginning and changed as needed.
- Teacher observation and examination in block classes (if attending Golden Sierra HS)
- Daily observation and examination by parents
- Benchmark testing
- Participation in honors and AP curriculum and exams
- Participation in UC-approved courses
- Participation in Sierra College and Folsom Lake College courses (concurrent enrollment)
- College visits--CSU Sacramento--CSU Chico--Sierra College--Folsom Lake College
- Use of Chromebooks by all students grades 1-12
- Use of computer and online curriculum such as EdGenuity, Acellus, Teaching Textbooks, BYU, Khan Academy, MobyMax, ReadLive, Reading Eggs, Aleks
- Elementary and middle school participation in K-8 enrichment classes
- High School participation in enrichment classes(music-art-athletics)
- Cultural and science experiences (B Street Theater, Crocker Art Museum, PowerHouse Science museum, Georgetown Nature Area, Blodgett Forest run by UC Berkeley)



- Highly qualified teachers and tutors work with students in classes and one on one

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

ARCS has made an effort to expose our students to technology and the boundless worlds of knowledge that it offers. This effort begins in the younger grades with the introduction of computer familiarity and the teacher usage of smart TVs. As students' progress, they begin to access software related to math and English Language arts. Older students eventually create class presentations, do research, and participate in UC approved A-G courses to meet college entrance requirements. Pacing for online courses is embedded in the program and is modified to match our school/district calendar. Pacing is monitored by parents and supervising teachers to ensure that students do not fall behind.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Standards and expectations are explained to the students and parents at the beginning of the school year and supervising teachers review these expectations at each learning record meeting throughout the year. Graduation requirements are presented and discussed with high school parents and students and courses are chosen to achieve this goal. When appropriate, STs may personalize assignments by providing weekly check-ins to confirm students' understanding of assignment requirements. Site teachers and supervising teachers review with students and families information and rubrics for state-mandated testing, benchmark



assessments and district writing assessments. Parents and students that participate in our site program can check progress and obtain assignments on the online student portal. Continued discussion and check-ins with students and parents are provided regularly throughout the school year by teachers, administrators, and staff.

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

ARCS teachers within all grade ranges utilize differentiated instruction and technology in order to engage students. To support of multimedia and technology use in the classroom all teachers have access to Chromebook carts in their rooms, smart TVs, as well as personally assigned Chromebooks. Curriculum, assignments, and other aspects are tailored to each student to optimize learning. Both the site program and the IS program have made use of online programs such as Kahn Academy, Edgenuity, Acellus, ReadLive, ALEKS, MobyMax, Reading Eggs, Zingy Science and more. The site teachers have also integrated the online components of their textbooks. ARCS teachers evaluate the impact of these methods on student learning by both informal and formal assessments, including, but not limited to, benchmark assessments, state testing, and end-of-unit assessments, which all measure student performance.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.



C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including differentiation the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

ARCS STs and class instructors are encouraged to use a variety of instructional methods, including multimedia and other technologies, in order to expand student access to curriculum. Many of these trainings and conferences focused on the use of technology in the classroom across curriculum areas. By using a variety of multimedia technologies, STs are able to foster the academic growth of students with different learning styles both in the classroom and at home. These strategies are being encouraged by making Chromebooks available for all students learning in our site program and for those who take courses through our homeschool program. We currently have teachers participating in observations of successful math instruction techniques and beginning reading and math implementation for our TK/K students. AS an experiential school, our teachers make science and history come alive by using our Georgetown Nature area which offers opportunity to study biology and Native American history. We bring in guest experts to lead these studies. Our core classes are infused with art. A recent example is our 5th and sixth grade class sewed a quilt related to the local plant life. This class had to learn how to cut and sew and the quilt has been displayed at our Black Oak Mine board of trustees meeting and the local bank. It is being raffled off to raise money for a science camp. A yearly example is our 7th and 8th grade class learns about economics and then creates a store of crafts that each student makes. These students track their expenses and profits and the money raised helps to offset the costs for a 5-day science and history trip to Mono Lake and the ghost town of Bodie.

C2.2. Indicator: Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings using a variety of materials, resources and technology beyond the textbook.



C2.2. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrates that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

ARCS is a small mountain school and its small size lends itself to individualized feedback and assessment of all students and assignments. STs have the time to give students oral and written feedback and to require students to redo work if needed in order to achieve mastery of a concept. American River Charter students engage in a variety of assignments, projects, labs, and activities that demonstrate their ability to consistently think at higher levels of reasoning and problem solving. Through discussions, debates, and presentations, students are expected to question, analyze, and synthesize information that has been presented in a variety of formats. An ARCS student may demonstrate evidence of reasoning and problem solving by the written word, by video projects, graphic arts, student presentations, and test results. ARCS students also participate in team sports which builds and enhances a student's ability to persevere and work with others. ARCS students consistently use resources that move beyond the textbook in order to complete assignments and projects. Through the use of school-provided Chromebooks, students regularly engage in the use of the Internet as they research and investigate a variety of course materials. Students may also utilize online providers to complete courses at both the college-prep and honors/AP levels. STs often supplement student curriculum with online supports such as videos and tutorials.

C2.3. Indicator: Application of Learning

Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.



ARCS emphasis on technology has allowed students to research beyond the pages of a book or online curriculum. An ARCS student can follow an interest to gain deeper understanding of a specific topic. We have had students research current events to determine how these events came to manifest themselves. We have also had students investigate illnesses and diseases and the current research affecting outcomes. Our teachers use open ended questions to stimulate curiosity to gain a wider breadth of knowledge.

Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

ARCS offers students the ability to participate in career exploration programs such as the El Dorado County Sheriff Explorer program and training with the Garden Valley Fire Department. Our students can access CTE opportunities, workability programs offered through the BOMUSD, and job shadowing. Career awareness and counseling take place at both ARCS and Golden Sierra HS. For students interested in college, we offer counseling and support as well as college visitations.



Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

To best meet the needs of students at ARCS, teachers use a wide variety of methods, strategies, supports and tools. Our teachers have implemented experiential, hands on lessons, technology-based delivery of content, combinations



of text and technology, and professional supports. American River Charter does very well at offering opportunities for students to move beyond the textbook and to engage in programs that prepare them for college or career. The elective and enrichment classes that ARCS offers help students discover interests and pursue passions. With the support of teachers and parents, these interests create an opportunity for students to build and refine educational and career goals. ARCS is continually analyzing data. We were not pleased with reading and ELA success so we implemented targeted reading interventions and have seen improvement in state mandated testing and internal assessments. This year we have turned our sites onto math. We are exploring vertically aligned math curriculum and the implementation of math interventions. The goal is to prepare the students for success after leaving our school by giving them the tools to be achievers regardless of the pathway they choose.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Offers a wide variety of curriculum and course choices
- Offers a–g coursework
- Supervising Teachers work alongside parents and students
- Offers experiential learning in both programs
- Utilizes technology at all grade levels in all subjects
- Provides intervention, when necessary (tutoring, SSTs, Special Ed)
- Encourages and provides opportunities for college- and career-readiness
- Provides professional development to teachers and staff

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Improve our students' ELA and math skills



Soaring to New Heights Together

- Improve and expand college and career supports and services
- Vertically align core courses
- Replace old curriculum and expand curricular options
- Improve our effectiveness at aligning non-state adopted curriculum to State standards
- Purchase new science curriculum





CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

D1.1. Indicator: To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

ARCS school leadership and instructional staff use an effective assessment process to collect, review and report student performance data to all stakeholders. Classroom teachers use standards-based assessments including but not limited to: San Diego Quick, BRI, SIPPS, Renaissance Learning STAR 360 Math and ELA assessments, and Step Up to Writing. The results of these assessments are used for teacher reflection to inform whole group instruction, individual learning plans and focus groups. Student results are measured against district-wide performance benchmarks. Teachers can then monitor student progress toward proficiency. This informs our grading procedures as we evaluate students' mastery of grade level standards. These results are communicated to parents through annual parent-teacher conferences, semester report cards and progress reports. Results are also recorded on a school-wide spreadsheet for leadership to review trends and communicate to the ARCS Council.

D1.2 Indicator: To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?



The analysis of standards-based assessments informs our school leadership and staff decision-making process for the SPSA each year. As we see trends across our school population, we are made aware of areas that require more of our resources. For example, when we saw a need for growth in our students' reading skills, we allocated more LCAP funds for reading intervention programs such as Read Live and Lexia. Staff training in these programs became part of our plan as well as the adjustment of Instructional Aide time to provide more small group instruction for struggling readers. Our plan was successful, and our school improved our scores in reading. (Evidence binders with this data will be readily available to the Visiting Committee). We have similarly focused on math and writing scores as needed.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

D2.1. Indicator: To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

ARCS teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Our small class sizes allow our teachers to monitor student progress closely on a daily basis and make adjustments as needed to support student learning. Students are assessed using a variety of methods; creating models, writing and presenting reports, quick-writes, quizzes, and discussions to name a few.

Homeschool STs assess their students not only in person, but also by using Step Up to Writing and Renaissance Place math and reading tests and district writing assessments. Home school students using online courses take quizzes, chapter tests and unit tests which are embedded within the curriculum.

D2.1b. Additional Online Instruction Indicator:

Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.



Although ARCS is not an online-only program, we do offer online instruction as a curriculum option through various accredited programs. Formative assessment for these options are embedded in the accredited programs. These assessments are accessible to students, supervising teachers, parents and administration. Examples would include EdGenuity, Acellus, BYU, eDynamics for older students and Teaching Textbooks, MobyMax, ReadLive, Step Up to Writing, and WPP online for all students.

D2.2. Indicator: To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

ARCS students and teachers use the data collected to evaluate which programs, curriculum, strategies and small group placements are working for students and which need to be changed or adjusted to better fit the needs of each student. Students are encouraged to reflect on their own learning and progress and to communicate their needs and goals. ARCS uses the SST (student support team) process to analyze struggling students and come up with supports/modifications to achieve improved outcomes. This process is conducted in collaboration with the student, the parent, the teacher, the administrator and our instructional assistants. This team implements strategies based on research and the student's unique situation. These strategies may include subject matter delivery alterations, changes to the curriculum, physical modifications of the learning environment, and social/emotional support. If after the SST process a student is still in need of further support, the student may be referred to our special education staff for more intensive evaluation.

Category D. Standards-based Student Learning: Assessment and Accountability:



Summary, Strengths, and Growth Needs Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Identification of student needs to guide instruction is garnered through multiple sources of assessment data. Some of these assessments include state testing, district mandated writing assessments, school mandated Star 360 assessments, assessments by special education and psychologist personnel, and assessments gathered by the teacher. Data has driven us to offer more interventions for our struggling students and to re-evaluate our curricular choices. Our teachers have in the past and are currently participating locally and county wide with colleagues to improve curriculum and curriculum delivery. The addition of technology into the classrooms (smart TVs and Chromebooks) and getting Chromebooks into the hands of our homeschool families has expanded our reach into new curricular choices and supports. Professional development and training related to hardware and software is ongoing and is expected to bear fruit in the future as staff overcome fears of technology and embrace the opportunity that technology presents. Assessments given with the use of technology also have the added benefit of easier record keeping and tracking. ARCS is happy with the student population's participation in state testing. We are completely honest about our testing requirements and explain the purposes and benefits to the student and parents. We do this upon enrollment so that when a parent signs our master agreement there will not be confusion when the testing window opens.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- State testing results are above our district and generally above the state averages.



- Using formative assessments to adjust curriculum
- Multiple intervention options
- Use of online programs to supplement programs
- Expansion of AP program options through the use of Edgenuity and Acellus
- Participation by staff in all levels of assessment

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Increasing teacher awareness and implementation of electronic assessment and record keeping
- Increase familiarity of electronic test taking skills and procedures for staff and students
- Increase collaborative discussion time between stakeholders about the meaning of the accumulated data and implementation of strategies to improve outcomes (individually and school wide)





CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs, and online students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

ARCS currently does not have any non-English speaking parents, but we do have a deaf parent. We are fortunate to have a staff member that is an ASL interpreter. When we have assemblies this staff member does interpretation. This staff member is also available for impromptu interactions such as when the parent visits the office to discuss absences, field trips, etc. etc. When parent teacher conferences are held ARCS brings in a professional person to assist during the meeting. This is but one example of the wide variety of communication and media strategies ARCS employs in order to enhance stakeholder input from staff, students, families, and community partners. American River Charter uses direct face-to-face meetings, open houses, newsletters, and technology, including, but not limited to, Facebook, the ARCS website, cell phones, Skype, Facetime, texting, email, school and district "all calls" and bulletin boards to share information with families. ARCS conducts annual parent surveys to assess satisfaction and areas of



need. ARCS utilizes community vendors, including artists, tutors, and business owners, to provide instruction as part of ARCS experiential learning model. Stakeholders are also involved with our charter council, university and college visitations, guest speakers, and our parent support group.

E2. School Culture and Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning; and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education, conflict intervention, use of derogatory or hateful language, especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

ARCS is always looking for ways to improve the physical campus and the school culture. This past year we committed to altering where education took place on our campus. We removed our computer lab and redid the building into our TK/K learning center. This created an indoor bathroom, a bigger learning space, easier accessibility to the playground and lunchroom, and a greater sense of safety for the parents and staff as the youngsters were more readily visible than they were in their previous location. This movement allowed us to create a career and counseling center which can be used by both homeschool and site staff. We created four separate rooms which we now use for speech, PIP (an early emotional



intervention program), weekly counseling by our district counselor, parent/student/teacher meetings, math and reading interventions, tutoring and more. We are researching a “sensory” area for construction this upcoming year. We have in place protocols for handling bullying, derogatory language and conflict. We begin at the teacher level with our instructors counseling the student or students with follow up with the parents. Continual misbehavior is passed to the administrator who has phone call and personal meetings with the parents and students. We also use our school counselor who does group and individual sessions with the children. We do have access to district mental health services also. As we have moved into technology, we have instituted safeguards. We utilize the district and county firewalls and filters. We currently are using Hapara at the classroom level. At the beginning of the year students are instructed in “netiquette”. We are fortunate to have small class size and instructional aides in each classroom. The extra set of eyes is a wonderful deterrent to curious and mischievous kids.

ARCS conducts regular fire, shelter in place and lockdown drills has emergency plans, student emergency information, first aid kits, AED, Epi-pens, and medical boxes that are checked and updated annually. ARCS staff and faculty are regularly trained in CPR and basic first aid. The school nurse conducts regular vision and hearing screenings the registrar to ensure student health information is up to date in cumulative files. Administrative staff tracks immunizations for each student, including Tdap. This information is in the BOMUSD data base and families are notified by the district nurse if vaccinations are not up to date.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior*



strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Opportunities to excel and a wide variety of resources which include, private vendors, college and career counselors, tutors, and online curricular choices create at ARCS an environment which celebrates differences in choices. Benchmark assessments are performed regularly to determine students' progress, strengths, and weaknesses. If needed, ARCS uses SSTs, and special education services to support students and provide an environment that is conducive to maximum learning.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff, and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan, and to what extent they are included in decision-making.*

Communication between leadership, staff and all stakeholders is constant and consistent. Our charter council is made up of a representative from each stakeholder group and meets at least once a month. The ARCS charter council meets more frequently when major projects and revisions are necessitated. A couple of examples of this are the renewal of our charter authorization in which we revised the charter petition before presenting to the BOMUSD. Another example is the current WASC approval process in which all stakeholders had a voice in the construction and preparation of the self-study. Our council is involved in the formation of the LCAP and setting goals and priorities for upcoming years. Teacher and parent surveys are done annually to assess satisfaction and the areas which



need improving. Teachers meet with administration multiple times each month to discuss procedures, curriculum, and improvements that would benefit all the stakeholders. The director of ARCS has an “open door” policy with all staff. There exists a strong atmosphere of support and trust between staff, teachers, students, and administration. Office staff is cross-trained in order to support STs, site teachers, students, and each other in daily duties as well as in emergency response assignments. Resources for communication include email, texts, phone, and face-to-face communication. These methods provide for immediate feedback and appropriately timed resolution. At ARCS it is not uncommon to see all staff supporting each other whether it is moving boxes, filling in at recess, substituting in a classroom, or helping with difficult situations. Supervising Teachers and staff have the opportunity to develop long-term relationships with families, further enhancing an atmosphere conducive to learning. The open-door policy at ARCS provides an opportunity for anyone to collaborate with leadership members. An example in our director’s office is the “Thinking Chair.” This is an old barber chair that is only used when people want to discuss new ideas. Students love it and it makes for a positive experience going to the director's office. Parents love it to.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

E3.1 Indicator: Equitable Academic Support: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*



ARCS students can avail themselves to personalized support through a variety of programs and resources from the school, the BOMUSD and county resources. Individualized learning plans allow for students to focus on academic goals, as well as post-high school goals (or extracurricular activities) such as volunteering, work/career experience, sports, or the arts. Individualized learning plans also allow for students in special education to receive the proper support and accommodations to succeed while also ensuring a complete continuum of services. In order to prepare students for postsecondary success, the ARCS teachers and Golden Sierra High School counselors have developed programs including, but not limited to, Career and college advisory services, career day presentations, Sierra College, Folsom Lake College, CSU Sacramento, CSU Chico workshops, and college campus visits. Through the school, students can receive support services that include, but are not limited to, SSTs, SLP, RSP, OT, PT, counseling, tutoring, study halls, math and writing labs, as well as nursing services (vision and hearing, and reviewing health records such as immunizations or medications). We employ a mental health counselor for a full day once a week and we also have the county sponsored PIP program which works with younger kids through play therapies. Boys and Girls Club exist at Georgetown Elementary School and our students can take a bus to their facilities after dismissal. County referral services include County Mental Health, and a wide variety of family support agencies. We offer free and reduced lunch and a morning breakfast program daily and the BOMUSD provides bus services to our campus.

E3.2. Indicator: Multi-Tiered Support Strategies for Students: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*



ARCS offers multiple avenues to students to make progress in rigorous standards-based curriculum. Our school offers multiple online UC approved A-G courses available through four different vendors. Each vendor presents the material in a slightly different manner and we strive to find the style that best fits the student. Our students can also take A-G courses at Golden Sierra High School in a classroom setting. For non A-G classes we offer vendors, traditional textbook materials, and non-approved A-G online coursework. Students can also access the community college system. For our younger students we offer a mixture of district approved curriculum, online curriculum,

parent and teacher selected material, vendors, and tutors. We work with our special education team to appropriately place qualified struggling students at the level that is appropriate for them. Students that may not qualify for Special Education services can attend reading and math intervention programs. If the student is a homeschool student, the supervising teacher and family will meet more frequently to check for comprehension, hold an SST meeting and set up appropriate tutoring and support.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

ARCS staff collaborate with all the stakeholders related to a student's success. This may be counselors, reading specialists, special education providers, the family, the student and the teacher. The team will re-evaluate progress on a regular basis and make the changes to curriculum or delivery of educational material. For homeschool students this may be weekly or bi-weekly and for site-based students evaluations can be daily. A student who has had an SST, a follow up SST is put on the calendar to re-evaluate the support.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to



schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: Evaluate the availability to and involvement of students in curricular and cocurricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Students at ARCS have many choices for curricular and co-curricular activities. Our working relationship with Golden Sierra High School allows students to participate in middle school and high school athletics.

All the programs at Golden Sierra are available to ARCS families. Many courses like choir, ceramics, and auto shop would be unavailable at our small school. Our students can participate in middle school and high school dances and proms also. Our homeschool program makes use of numerous local vendors and classes. Students who participate in these offerings enhance their academic learning while encouraging co-curricular passions and interests, thus linking students' learning to their interests. Student participation in these programs provides academic motivation, success, and a sense of belonging within their learning community. The participation in these activities is monitored through student registration, ST supervision, student grades, completion of activities, and projects which are the tools used to measure the level of engagement. Participation in these courses supports the ARCS schoolwide learner outcomes, through links to academic standards and college and career readiness standards.

E3.5. Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.



American River Charter School students who are taking part of their educational program online still have the same level of access to school activities as any other student in the school. These students can participate in all of the above listed opportunities. These students can also participate in educational environments that engage with like-minded students such as the El Dorado County Sheriff Explorer program, CTE courses, college courses, group vendor lessons, and community service organizations like the local food bank and Toys for Tots.

Category E. School Culture and Support for Student Personal and Academic Growth:

Summary, Strengths, and Growth Needs Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

ARCS was originally founded on the ideas that it would be parent driven, be experiential, not be tethered to traditional text only learning, offer alternative methods to teaching, hire teachers with imagination, and support parents in their educational choices. ARCS view is that students are unique and to prepare them for future success we may have to use a mixture of educational styles. We are not naive about our community and realize that we have to offer options and that these options may not match or fulfill the needs of the family. The BOMUSD realizes this also and by working in partnership, we can provide for a greater range of family situations and accomplish our goal as a community to support the educational and emotional needs of the students. Because we offer multiple options, stakeholder participation and communication is very important. From its inception, ARCS prepared for this by designing a charter council which would represent nine different stakeholder groups. The schoolteachers, parents, administration, and associated staff all buy into our different choices and work together to support families regardless of the pathway they choose. This



commitment to all the children is seen in students from different programs participating with the other programs in a seamless fashion. Communication between parents, students, teachers, staff and administration is open and multi-faceted. We work on self-improvement and our awareness of others as exemplified in our group reading of "The Ideal Team Player" We have discipline strategies in place but prefer positive behavior reinforcement techniques to create a safe and positive learning environment. All new staff attend conferences/workshops on Love and Logic and all staff, no matter the position, interact with and watch over all the children. When a child and family feel safe, cared for and respected, positive short term and long-term results appear.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Staff training and development
- Respectful administration and teachers/staff
- Flexibility and time to connect with students on-on-one
- Strong communication with families
- Strong, integrated special education program
- Access to community support groups and agencies

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Additional day for our PIP program for the younger students.
- Improved training in "Trauma Informed Practices" to support students with emotional needs so they can access their learning.
- Continued efforts in community outreach and marketing the school

Prioritized Areas of Growth Needs from Categories A through E Prioritize the growth areas from the five categories.



1. Improve our students' ELA and Math skills.
2. Continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California's workforce demands change.
3. Improve technology awareness and usage amongst staff.
4. Improving the campus to make delivery of needed services more efficient and available.
5. Implementing the new science standards in coordination with BOMUSD adopted curriculum.
6. Continue to add reading and math interventions for students of all grades and from all programs.
7. Adoption of new core curricula that are vertically aligned. Improve effectiveness at aligning non-state-adopted curriculum to state standards
8. Adoption of new science curriculum (working with the BOMUSD curriculum council.
9. More enrichment opportunities to inspire students' postsecondary lives.
10. Continue to refine appropriate math and ELA placement assessments for high school students so they can successfully and quickly begin their curriculum
11. Increase collaborative discussion time between stakeholders about the meaning of the accumulated data and implementation of strategies to improve outcomes (individually and school wide).
12. Improved training in "Trauma Informed Practices" to support students with emotional needs so they can access their learning.
13. Continued efforts in community outreach and marketing the school.

CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

Summarize the identified critical student learning needs based on profile and Focus Group findings.

1. Improve our students' ELA and Math skills:



ARCS teachers were not satisfied with the performance of their students on the state testing. As we discussed methods to improve both the ELA and Math scores it was decided to focus on reading as the first priority. This was done because it was the consensus opinion that if a student could not read, they could not be successful in math. Our first step was to begin 2 pilot programs to gauge success and if successful, to roll out in the second year to the whole school. The two programs were geared towards our younger students and our greatest strugglers. Our first/second grade teacher and her teaching aide were trained in SIPPS and began this program in their class. The goal was to have good readers from the beginning of their school career. Our most experienced teacher began a small group reading intervention program using ReadLive and a new online writing program called WPP online. Our fifth and sixth grade teacher also implemented WPP online for her class. We monitored and assessed throughout the year. Our results from the state testing showed positive results for our struggling students. We had a gain of 7 percent in students who met or exceeded the standard from the previous year and a 10 percent gain from two years previous. More importantly we had a decrease in our percentage of students falling into the standards not met category. To follow up on this pilot program we now have an aide who is trained in SIPPS in our TK/K classroom and we have conducted trainings for all aides and teachers in ReadLive and WPP online. These programs cost by seat licenses and we have increased our purchases to make sure all kids needing intervention can get the help they need. We hope to see increased success this year as the programs are used more extensively. We also hope to see the usage of technology increase which will also support the usage of these programs. We are also not happy with our school curriculum in either math or ELA in their ability to be vertically aligned and integrated with other subject matter and have begun the exploratory process of replacing them. We are exploring individually, and our staff also participates in the district curriculum council and intra district curriculum groups. This year we have begun usage of supplemental online math programs such as MobyMax and have implemented a math intervention class. Our next steps are to increase the reading supports and to implement an effective math intervention program. An important addition to these being successful is the availability of space. Over the summer and through the first semester we have constructed/converted the old TK/K room into four offices in



which we can run tutoring, small group instruction and counseling. Support of students would not be easy without the physical improvement to our learning environment.

2. Continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California's workforce demands change.

In our small rural community we had to overcome the belief that kids up here were not capable of attending college (because some of the parents did not graduate from high school) or that they could not afford college. To overcome this, we have bolstered our online offerings of A-G courses, supplied Chromebooks, offered to pay for SAT prep classes and the SAT test, and provided information about colleges to show that the student does have access to higher education. For the student that does choose to enter the workplace we have provided opportunity to job shadow, work, and to participate in explorer programs. such as a volunteer firefighter and the El Dorado County Sheriff Explorer program. These baby steps are not enough for our students. We need to have a larger number of businesses involved with our students. We are looking to cultivate apprenticeships, trade job opportunities, and create more diversity in work experience. For the student considering a university or community college we will have more college visitation days, increased AP classes, improved training of supervising teachers in counseling for the student, an earlier start in the encouragement of pursuing a college degree (we have started college visitations in 7th and 8th grade on specific "majors" days), and an increased usage of college entrance preparation materials and tests. Referring back to our new counseling offices, we now have the area to do this work in a professional manner.

3. Improve technology awareness and usage amongst staff.

ARCS made a large budgetary commitment to improve the hardware available for our teachers and students. We dismantled the old computer lab and turned it into a new TK/K center. The computer vendors would not even offer to recycle the old computers. Now we have Chromebook charging carts and Chromebooks in every room as well smart TVs. Chromebooks are available for all homeschool families also. This was just the first step. Hardware without training is just junk. We have



hired on stipend a technology trainer. Our technology trainer is also a member of the BOMUSD technology committee. Our technology trainer has given trainings on such wide-ranging topics like how to cast from your Chromebook to the smart TV, to data and record keeping programs. Technology is overwhelming for some of our staff, so we have committed to training and professional development related to hardware functionality and integration of curriculum through the use of technology. We see this as a continuous area of growth for all of our staff from the director to the office personnel to the instructional assistants to the teachers. Technology in education is in its relative infancy and ARCS is purposing to grow with it and create exciting and creative options for our students.

Schoolwide Areas of Strength:

1. All stakeholders have a voice in the direction of the school as illustrated by our charter council membership make up, regular staff meetings, and an active parent support group.
2. Online UC A-G approved options which allow for college entrance through an independent study educational model.
3. Diversity of educational options (site based or homeschool) based on experiential learning.
4. Small school with caring staff that creates a safe, collaborative school culture.
5. Fiscally sound.
6. Embracing technology.
7. Active parent participation.
8. Willing to amend campus and curriculum for the betterment of our students.





Chapter V: Ongoing School Improvement

ARCS is continually striving to improve all components of our school. We have decided to focus on three areas of growth for our action plan because they should bear quick results and have long term ramifications for our students. These three action plan items,

1. Improve our students' ELA and Math skills:
2. Continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California's workforce demands change
3. Improve technology awareness and usage amongst staff

have been discussed in Chapter 4. Our action plan for these growth areas addresses continuous and ongoing improvement, the benefit to students, has been integrated with the school personnel and philosophy, has alignment with our LCAP, and these growth goals are fiscally sound and financially feasible based on our current and projected resources. The following prompts also apply to all of our identified growth areas and will be implemented and considered as ARCS makes progress towards improving the multiple layers of its school.

Factors that will support school improvement include:

The BOMUSD is involved with and supportive of ARCS (We are a dependent charter)

Our charter renewal petition has been renewed (Five more years)

The involvement of all stakeholders (exp. ARCS Charter Council)

An active parent population (FARCS)

Financially stable

Commitment to using technology (online courses-Chromebooks-smart TVs)



Energetic and creative teachers and staff

Commitment to academic achievement while using experiential methods

Some of the impediments that exist for ARCS to overcome may include:

Marketing within the community

Small size

Unionization of site teachers (This is an unknown. Negotiations are ongoing)

District policy changes

Processes to follow up and monitor goal progress and accomplishment of the school-wide action plan include:

ARCS Charter Council oversight

ARCS reporting to the BOMUSD Board of Trustees

Teacher/staff assessments

Staff meetings to discuss data and its meaning

Administrative oversight

LCAP creation and modification

State testing results



Soaring to New Heights Together





SCHOOL-WIDE ACTION PLAN

The Action Plan is aligned with the LCAP and the growth needs will be addressed through the following school goals.

School Goal # 1: Improve our students' ELA and Math skills:

Tasks	Responsible Person(s)	Measurable Outcomes	Timeline
Implement SIPPS, ReadLive, WPPonline,	Administration Teachers Instructional Aides	Improved test scores	On going
Implement MobyMax Math tutoring	Teachers Instructional Aides	Improved test scores	Ongoing
Professional Development	Administration Teachers Instructional Aides	Improved test scores	Ongoing
Research new vertically aligned ELA and Math curriculum	Administration Teachers	Improved test scores	Ongoing



	BOMUSD Curriculum Council		
Purchase new curriculum	Administration	Improved test scores	1 year
Practice test taking	Teachers	Improved test scores	Ongoing
Accumulate and discuss data	Administration Teachers	Make alterations in curriculum or delivery	Ongoing
usage of the SST process	Administration Teachers Student Parent	Improve student access to the curriculum	Ongoing

Goal 2. Continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California’s workforce demands change

Tasks	Responsible Person(s)	Measurable Outcomes	Timeline
Design, implement, and maintain course offerings with an emphasis	Administration Teachers	increased college admission	Ongoing Annually during spring semester



on college preparation and career pathways	Student Parent Charter Council	increased AP participation maintain graduation rate	
Provide Individual Growth Plan visits to develop a plan for students to meet A-G Graduation requirements	Administration Teachers Student Parent	Graduation progress report Graduation	Ongoing
Embedding the college application and financial process into instructional assignments	Administration Teachers	College application and financial aid data	Fall of 2020 Ongoing review in fall of each year
Embedding the college application and financial process on our website	Administration Teachers	College application and financial aid data	Begin winter 2019 Ongoing Update annually
Increase opportunities for college exposure to students by providing college site visits	Administration Teachers Counselors from Golden Sierra HS	Site College Visit Data Student participation in college	Current Increase/improve fall 2020 Annual review



		<p>sessions on site</p> <p>College Field Trip Data</p>	
<p>Expand articulation agreements for dual and concurrent enrollment with local community colleges</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors from Golden Sierra HS</p> <p>College counselors and advisors</p>	<p>Dual and Concurrent Enrollment Data Course offerings</p>	<p>Current</p> <p>Increase/improve fall 2020</p> <p>Annual review</p>
<p>Purchase SAT/ACT prep material</p>	<p>Administration</p>	<p>Increased college entrance exam participation</p>	<p>Immediate-- Winter 2019/20</p> <p>Update materials annually</p>

Goal 3. Improve technology awareness and usage amongst staff

Tasks	Responsible Person(s)	Measurable Outcomes	Timeline



<p>Provide Professional Development to assist staff in knowing about basic hardware functions and potential</p>	<p>Administrator ARCS Technology mentor District IT department</p>	<p>Increased usage of technology Increased curricular choices</p>	<p>Ongoing Increased fall 2020 Annually</p>
<p>Provide Professional Development to assist staff in program investigation</p>	<p>Administrator ARCS Technology mentor District IT department District curriculum council Teachers/staff</p>	<p>Increased curricular choices Improved curricular choices Increased implementation of technology</p>	<p>Ongoing Increased fall 2020 Annually</p>
<p>Provide Professional Development to assist staff in program implementation and integration</p>	<p>Administrator ARCS Technology mentor District IT department District curriculum council</p>	<p>Increased curricular choices Improved curricular choices Increased implementation of technology Improved assessment data</p>	<p>Ongoing Increased fall 2020 Annually</p>



	Teachers/staff		
Develop and implement collaborative protocols for data analysis	Administration Teachers	Improved curricular choices Improved delivery technique of curriculum	Fall 2020 Continuous
Develop and implement protocols for communication	Administration Teachers/staff Charter Council	Improved communication with parents--staff--administration	Fall semester 2020 Ongoing

