

American River Charter School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

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

2021-22 District Contact Information

District Name	American River Charter School
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	info@bomusd.org
District Website Address	www.bomusd.org

2021-22 School Overview

School Mission Statement

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

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

Educational Program and Philosophy

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

The ARCS Home School Program provides an individualized TK-12 learning model that allows students to participate in instruction at home through parent and teacher-selected curriculum, online curriculum and parent-selected vendors. Those participating in the ARCS Home School Program may also participate at the Black Oak Mine USD junior or senior high school with offerings such as PE, art, music, A-G courses and math and science. ARCS students may also participate in extracurricular sports or clubs within Black Oak Mine USD.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	39
Grade 2	31
Grade 3	25
Grade 4	26
Grade 5	19
Grade 6	28
Grade 7	24
Grade 8	20
Grade 9	23
Grade 10	16
Grade 11	16
Grade 12	14
Total Enrollment	331

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8
Male	46.2
American Indian or Alaska Native	2.1
Asian	0.6
Black or African American	0.9
Hispanic or Latino	6.9
Native Hawaiian or Pacific Islander	1.5
Two or More Races	4.5
White	83.4
Foster Youth	0.9
Homeless	6
Socioeconomically Disadvantaged	44.4
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This is the eleventh year of our charter school, and we use many of the same adopted texts as Black Oak Mine Unified School District for grades TK-8. We currently use Math in Focus, which is on the state-adopted list. For our English language arts curriculum, we are using Benchmark Advance with supplemental reading texts by Triumph Learning.

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

Our high school students have all the books for each class they take. They are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. We offer 4 online curricula for our high school students to access A-G approved classes as they prepare for college and the workplace. Our high school students can also take courses at the local community colleges, Golden Sierra High School and the CTE program. Each classroom is equipped with a Newline 75" flat panel, Ladibug DC170 Document Camera, and an E-Box motorized stand for the flat panel. In addition, each teacher is equipped with an HP Chromebox G2 and an HP Chromebook G5.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (TK-6) 2017 Common Core, Triumph Learning (5-8) 2014 Online curricular choices for K-8(2019) UC approved online a-g curriculum (2019) for high school	Yes	0%
Mathematics	Math in Focus (K-6) 2014 Big Ideas Math, Houghton Mifflin (7-8) 2015 Online curricular choices for K-8(2019) UC approved online a-g curriculum (2019) for high school	Yes	0%
Science	Prentice Hall* 2002 Online curricular choices for K-8(2019) UC approved online a-g curriculum (2019) for high school	Yes	0%
History-Social Science	Social Studies Weekly; History Alive!, TCI (6-8) 2018; 2011 Social Studies Weekly; Scott Foresman (K-5) 2018; 2004 Online curricular choices for K-8(2019) UC approved online a-g curriculum (2019) for high school	Yes	0%
Foreign Language	Online curriculum and local vendors (2019) UC approved online a-g curriculum (2019) for high school	Yes	0%

Health	UC approved online a-g curriculum (2019) for high school Online curricular choices for K-8(2019)	Yes	0%
Visual and Performing Arts	Art in Action (K-8) 2014--Online curriculum and local vendors (2019) Online curricular choices for K-8(2019) UC approved online a-g curriculum (2019) for high school	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Labs are accomplished by UC approved online a-g curriculum (2019)	Yes	0%

School Facility Conditions and Planned Improvements

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

ARCS has a beautiful playground with swings, slides and other play equipment. We also have a wonderful ball field and outdoor basketball court.

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

Year and month of the most recent FIT report

12-18-21

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	94	63.95	36.05	43.62
Female	78	50	64.1	35.9	50
Male	69	44	63.77	36.23	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	131	85	64.89	35.11	42.35
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	42.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	45	67.16	32.84	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	91	61.90	38.10	28.57
Female	78	49	62.82	37.18	28.57
Male	69	42	60.87	39.13	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	131	83	63.36	36.64	26.51
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	18	12	66.67	33.33	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	43	64.18	35.82	30.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				

Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	27.63	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	10	16.67	83.33	--
Female	36	7	19.44	80.56	--
Male	24	3	12.50	87.50	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	9	16.98	83.02	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	6	20.69	79.31	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

- American River Charter School students have access to career technical education (CTE) and vocational/career educational classes at our district's comprehensive Golden Sierra High School. In addition, our homeschool students may sign up for vocational classes at ARCS, including Intro to Computers; Food Science; Community Service; and Teacher's Aide, working with their supervising teachers on the approved courses of study. All career or vocational classes are integrated with academic skills where students write about their projects or assignments to further develop their technical and academic writing skills. Our students also have the ability to attend local community colleges.
- Our high school students with IEPs work with the district's workability specialist and their involvement and goals are included in their IEPs.
- Supervising teachers work with each student to help them prepare for the world of work. Students produce résumés and practice mock interviews to evaluate their demonstration of learning.
- CTE opportunities are offered through El Dorado County and Placer County. We have had students participate in classes as diverse as auto mechanics, veterinary assistant and cosmetology.

2020-21 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	82.61
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent Support:

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

2021-22 Opportunities for Parental Involvement

community member on our Charter Governance Council.

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

Our current representatives are:

- * Jessica Anderson, Parent Representative
- * Cassidy Salters, District Liaison
- * Elizabeth Haines, Community Member
- * Karen Shadle, Teacher
- * Christina Mulford, Staff Representative
- * Anden Marler, Student Representative
- * David Gleason, Director of ARCS

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

- Parents volunteer to work in small group instructional settings and assist the supervising teachers with customized learning projects at home throughout the school year:
- Parents are active members of the school community, helping with festivals, fundraising and field trips
- Our parents are teaching parents and take responsibility for educating their children under the guidance of a credentialed teacher

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	0.0	4.4	3.3	5.5	9.0	8.9	9.4
Graduation Rate	--	--	93.8	92.2	94.5	90.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
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All Students	16	15	93.8
Female	11	11	100.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	14	13	92.9
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	11	10	90.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	357	350	18	5.1
Female	189	186	6	3.2
Male	167	163	12	7.4
American Indian or Alaska Native	7	7	2	28.6
Asian	2	2	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	26	0	0.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	15	15	0	0.0
White	299	292	16	5.5
English Learners	0	0	0	0.0
Foster Youth	3	3	0	0.0
Homeless	22	22	5	22.7
Socioeconomically Disadvantaged	161	159	8	5.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	36	7	19.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	6.73	0.79	3.47	0.20
Expulsions	0.00	0.00	0.23	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.35	1.32	2.45
Expulsions	0.00	0.22	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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

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

The school safety plan was last approved by the BOMUSD December 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1				
2	23		1	
3				
4	28		1	
5				
6	29		1	

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1				
2				
3	1	1		
4				
5	1	1		
6	1	1		
Other	9	13	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	1	1		
2				
3				
4	1	1		
5	1	3		
6	1	1		
Other	10	21	1	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	9		
Mathematics	2	5		
Science	2	6		
Social Science	2	7		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,289	\$16	\$9,273	\$61,004
District	N/A	N/A	\$8,870	\$65,218
Percent Difference - School Site and District	N/A	N/A	4.4	-6.7
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	9.4	-15.9

2020-21 Types of Services Funded

As a charter school, we do not receive additional federal or state funds such as Title I or Gifted and Talented Education (GATE). This year, we will continue to work with BOMUSD on the Local Control Funding Formula. In addition, supplemental funds were used to mitigate the negative influences of delivering education to students during this pandemic year. Some examples of fund usage were the purchase of chromebooks, adding online coursework options, and training on distance learning.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,530	\$45,813
Mid-Range Teacher Salary	\$59,198	\$70,720
Highest Teacher Salary	\$81,574	\$93,973
Average Principal Salary (Elementary)	\$114,442	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$154,026	\$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered	3

Professional Development

ARCS was recently granted a 5 year WASC approval. As part of the self study we identified several areas of continued need for improvement. These areas, after being identified, were discussed with staff. This calendar year, the teaching staff and the director have decided to focus on improving ELA scores of our school. Multiple secondary goals were also chosen. While our student data indicates we are successful in our ELA instruction, the teachers agreed that we could improve all areas of instruction with improvement in foundational ELA comprehension and decoding skills.

ARCS is fortunate to have on staff multiple teachers that have been reading specialists during their teaching careers. These teachers will work with administration to train staff in best teaching practices, assessments, interpretation of assessment data, and implementation of alternative strategies if necessary. Professional development is implemented by the use of workshops, group meetings and individual mentoring.

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	3