

American River Charter School



Authorizer:

Black Oak Mine Unified School District

Charter Petition Approved by the
BOMUSD Board of Trustees on
January 15, 2015

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Affirmations/Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application to renew the charter for the American River Charter School (“ARCS” or “Charter School” or “School”) located within the boundaries of Black Oak Mine Unified School District is true to the best of my knowledge and belief. I understand that if the charter is renewed, the Charter School is committed to the following affirmations:

1. American River Charter School shall meet all statewide standards and conduct all required pupil assessment tests, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or any other pupil assessments applicable to pupils in non-charter public schools.
2. American River Charter shall be deemed the exclusive public school employer of the employees of the American River Charter School for purposes of Educational Employment Relations.
3. The Charter School shall not enter into or bind the Eldorado County Office of Education to a contract in any way not authorized herein, nor to extend the credit of the County Office of Education to any third party without the express written permission of the County Office of Education.
4. The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations.
5. The Charter School shall not charge tuition.
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall admit all pupils who wish to attend the charter school and who submit a timely application unless the Charter School receives a greater number of applications than there are spaces for pupils, in which case each application will be given equal chance of admission through a public random drawing process.
8. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State.
9. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
10. The Charter School shall conduct its meetings of the ARCS Council in accordance with the Brown Act and comply with the Public Records Act (Government Code 6250 et seq.) as well as Education Code 47604.3.
11. The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

12. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary.
13. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
14. The Charter School under the guidance of BOMUSD will ensure that Special Education staff is appropriately credentialed.
15. Black Oak Mine Unified School District will not require any pupil to attend the Charter School.
16. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
17. The Charter School shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
18. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
19. The Charter School shall follow any and all other federal, state, and local laws and regulations that apply, including but not limited to the following:
 - a. The Charter School shall comply with the Public Records Act and the Federal Educational Privacy Rights Act ("FERPA").
 - b. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - c. The Charter School shall comply with any jurisdictional limitations to the location of its facilities.
 - d. The Charter School shall maintain accurate written contemporaneous records that document all pupil attendance, academic progress, disciplinary, immunization, and other health records and shall make those records available for audit and inspection upon request.
 - e. The Charter School shall comply with all laws related to the minimum and maximum age for public school enrollment.
 - f. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA).
 - g. The Charter School shall meet or exceed the legally required minimum number of school days.
 - h. The Charter School will ensure that the eight priority areas as defined in EC Section 52060(d) are closely aligned to the Charter's goals as listed in their LCAP.
 - i. The Charter School shall comply with AB 1266 as defined by the Black Oak Mine Unified School District's Board policies. EC 221.5
 - j. The Charter School will ensure that the minimum school day requirement for students also enrolled part time in college classes are met. EC 46146.5

Susan Whittington, Director

Date:

Charter School Renewal Academic Performance Determination

Charter School Information

School Name:	American River Charter School		
CDS Code:	09-73783-0121566		

Authorizing Local Educational Agency (LEA)

Name:	Black Oak Mine Unified School District		
Address:	6540 Wentworth Springs Road,		
City:	Georgetown	Zip:	95634
Contact Name:	Dr. Robert Williams		
Phone:	530-333-8300	Fax:	530-333-8303
E-mail Address:	rwilliams@bomusd.org		

LEA Superintendent Certification

I hereby certify that the enclosed information is true and correct.

Superintendent or Designee Signature:	Date:
Superintendent or Designee Printed Name:	Title:

The Charter School Authorizer must provide supporting documentation and a written summary of the basis for any determination made in renewing a charter using the criterion in [EC 47607\(b\)\(4\)\(A\)](#), including evidence that pupil academic achievement for all groups of pupils served by the charter are at least equal to the public school that the pupils would otherwise have attended, as well as the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population that is served at the charter school.

All materials are submitted electronically on a CD or by e-mail including this signed cover sheet:

Via mail:

California Department of Education
Charter Schools Division
Attn: Charter School Renewal—Academic Performance Determination
1430 N Street, Suite 5401
Sacramento, CA 95814-5901

Or via e-mail:

charters@cde.ca.gov

Comparison for 2012-13

CST data - District schools and surrounding Charters in Eldorado, Placer and Nevada Counties

2012-2013	ARCS BOMUSD	Golden Sierra Junior High BOMUSD	Georgetown Elementary BOMUSD	Alta Vista Community Charter Auburn	Placer County Pathways Charter Meadow Vista	Sky Mountain Charter School Placerville	Camino Science & Natural Resources Charter Camino
API	784	783	779	703	660	784	816
Proficient or Above ELA	50.5%	51.8%	41.5%	34.0%	37.3%	39.0%	62%
Proficient or Above Math	51.7%	51.2%	56.6%	36.0%	26.4%	60%	59.5%

Supporting documentation and summary of basis of determination: ARCS students have scored higher or equal to other students in the 2012/13 CST's in ELA and Math at Georgetown Elementary and Golden Sierra Junior High. ARCS students also scored higher or equal to other BOMUSD students in 2013/14 Science CST's .

Comparisons are also listed to other similar sized Charter schools in surrounding counties.

Three Year Comparison - CST Data 2011-13 with CST Science Data

YEAR	Similar School Rank	Participation Rate		Percent At or Above Proficient				API	Overall API	Percent of Student Population	
		95% ELA	95% Math								
				Subgroups	ELA Target		Math Target				
					%Met	Target Met	%Met	Target Met			
2012-13	4	Yes	yes	School wide	50.5%	yes	51.7%	yes	786	784 growth	
				White	51.2%	yes	53.6%	yes	789	774 base	94%
				Low-income	39%	yes	53.6%	yes	751		33%
2011-12	5	yes	yes	School wide	57.3%	No	41.7%	No	764	767 growth	
				White	56.8%	No	39.5%	No	764	768 base	94%
				Low-income	63%	No	48.1%	No	800		27%
2010-11	5	yes	yes	School wide	52%	N/A	35%	N/A	758		
				White	56%	N/A	39%	N/A	765		84%
				Low-income	53%	N/A	39%	N/A	697		N/A

Science 2013-2014	ARCS	Georgetown Elementary	Golden Sierra Jr. High	Northside School
5 th Grade	55 %	42%	N/A	56%
8 th Grade	72%	N/A	48%	N/A



American River Charter motto: “Soaring to New Heights Together”

<http://arcs-ca.schoolloop.com/>

American River Charter School (ARCS) opened in fall 2010-11. Our petition was written in the fall of 2009 by a group of innovative parents, staff, and the superintendent. It was approved by the Black Oak Mine Unified School District Board of Trustees January 2010 and the State of California in the May 2010. We are a unique school with three types of programs.

Our intent is to offer three different types of programs at American River Charter School (ARCS) designed to educate students in grades TK-12. We currently have a K-8 site-based school, located in Georgetown, and a K-12 Home School program serving students on the entire Georgetown Divide. Last year, 2013-14, we added Home School hybrid classes. Our school began with 150 students and we have grown approximately 20-25 students each year. We had an average school enrollment of 200 students last year, and this year, 2014-15, our enrollment is up to 220.

Educational Program and Philosophy:

The American River Charter School (ARCS) is designed to educate students in grades K through 12 who need or desire an alternative learning model to traditional education. Our three programs or “forks” 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 meeting the needs of our students and families. Last year we added our popular Hybrid/Home School model.



The South Fork:

The South Fork of the American River Charter School, referred to as **ARCS Site Program**, provides a TK-8 thematic instruction design that allows for hands on, multi-aged, experiential learning in a site-based delivery model. We provide an art-infused curriculum with integrated music and art projects resulting in performances and community displays of learning. We provide outdoor education opportunities through camping

trips, Nature studies and Science activities in the adjoining Georgetown Nature Area.

Comments from a site parent:

I am very happy about one type of activity that ARCS encourages, and other schools would probably have a hard time about organizing. That is our camping trips to Capps Crossing, and

Camp Winthers. These are always “excellent adventures!” The two day trip is huge, not only for students, but also for the parents. The kids will always remember the camaraderie and fun they have at Capps Crossing, the excitement of sleeping in a tent and/or with friends, the nature related activities, and the learning, which comes so easily and naturally for them in this setting that they don’t even know they’re actually learning. My son still talks about Camp Winthers, four years after it happened. And for the parents, it’s a great way to bond, and/or continues enhancing friendships. This, on the surface, may not appear to be so important in a school setting, but I believe that parents that form a coherent, social circle are very helpful in nurturing the type of environment that helps kids thrive, in a tight circle of friends. I am very happy to be able to be a part of ARCS events like this.

A focus at this school is on the whole child. ARCS emphasize learning by doing, with particular focus on character growth (life skills), teamwork, reflection, literacy, and the arts. Teachers connect high quality academic learning to adventure, service, and character development through a variety of student experiences including interdisciplinary and project-based learning.

One example is described by one of our site teachers:

Though I have experienced many amazing moments as a staff member of American River Charter School, one moment that I experienced recently sums up the unique flavor of the learning opportunities that we offer our students: On a warm September morning, kindergarten and first grade students from Room 4 and their third and fourth grade “Learning Buddies” from Room 7 ventured into the Georgetown Nature Area to spend some quality learning time together.

First, we all gathered in the outdoor seating area near the pond as the morning sun filtered through the leaves and cast speckled shadows on the water. Students shared out the “Leave No Trace” principles and then paired up with a Learning Buddy to do a Nature Scavenger Hunt. It was inspiring to watch the older students take on a little buddy and gently lead them around the nature area to hunt for feathers, something from a conifer, something man made, an oak tree, two different kinds of blackberry leaves, and a variety of other items. The students were engaged in the learning and it was wonderful to see the caring attitude of the older students toward the younger ones. The kindergarteners and first graders were so excited to find the items and share them with their Learning Buddies.

When it was time to return to school, we all gathered again to share the discoveries of the day and then we headed back to school. It was a fun and educational experience that engaged all students and demonstrated the benefits of multi-age learning opportunities, which we strive to provide at ARCS.



The Middle Fork:

The Middle Fork of the American River Charter School, referred to as the **ARCS Home School Program**, provides a K-12 individualized learning model that allows students to participate in instruction at home and through parent selected vendors. 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. Those participating in the American River Charter School (ARCS) Home School Program can also participate in BOMUSD site-based program offerings, like sports and high school electives, CTC or A-G math and science classes from BOMUS District schools based upon space availability and scheduling. This model provides services and resources to Homeschooling families through a dedicated budget allocated per pupil on a semester basis.

One Home School Parent comments:

Our child was struggling to keep up with the pace of her classroom. The family began to homeschool, giving her daily one-on-one direct teaching. Our student has grown both academically and personally, showing an increase in abilities, confidence, and self-direction.

A Home School Teacher (ST) shares:

A family I have worked with for four years continues to grow. This family chooses to homeschool to give their children the best education - one child is above a grade level and one a little below, so she can tailor their needs appropriately. This family doesn't have a lot of resources, but continues to improve. The children always score well in tests and have great attitudes toward school. They started taking classes last year which helps their writing, and the new kindergartner this year began in the young group class where he gets to socialize with other children and talk about things other than video games and movies with them. This is so good for him. Unexpected family stress over the summer had me worried how they would recover, and I offered them the site or Georgetown school to take the stress away from the mom and help all children thrive. Mom decided to keep them all home and do her best to help them succeed. They have a schoolroom with laptops, desks, wall charts, audio books station, shelves and shelves of curriculum, art centers, hands on math areas and of course, the crib for the baby. What impresses me the most is how this family knows putting them in school may be easier on the mom, but instead have pulled together as a unit to be a strong family unit and help the children grow. The dedication to the best continues to impress me. I'm proud our school has given her resources to keep her family close and thriving. What a beautiful gift.

The stories keep coming from satisfied Home School Parents:

ARCS helped tremendously when making the transition from public school to a homeschool/charter program. I had always desired to homeschool my children, but wasn't quite sure of the steps required. One of my main concerns as a first time homeschooling parent was making sure my students stayed on track with curriculum, standards and continued to make forward progression. My Supervising Teacher (ST) that ARCS paired my family with helped me in choosing curriculum that aligned with the standards for both of my children and also complimented their learning styles. Through ARCS I am provided quality curriculum choices, assessments, and benchmark testing. I am also thankful to have a personal relationship with my ST and ARCS school officials which I feel was greatly lacking in the public school system we were previously enrolled in. During the three years that we have been enrolled in ARCS my oldest child has struggled in specific subject areas. My ST has assessed the areas of concern, assisted in seeking and implementing a more suitable curriculum tailored to my child's specific learning style, and provided opportunities for tutoring. These resources were not available to us in the public school system. I am very grateful to ARCS for the opportunity to take part in fostering the love of learning in my children.

The North Fork:

ARCS Hybrid Home School Program is where students can attend small teacher led classes two mornings a week with 10-12 other students for group activities and instructional support. One of our home school supervising teachers (ST) is facilitating the K-3 class. Last year we offered two separate Hybrid classes one for the younger learners and one for the older learners.

We have many amazing stories to tell, here is one from a Home School/Hybrid Teacher: *One of the best parts of American River Charter School is the variety of programs it makes available to students in the Black Oak Mine Unified School District. Each program has been created to meet the specific needs of specific students. The Hybrid program is a perfect example of ways they are meeting student needs within our community.*

During the 2013/14 school year, a program was developed by blending traditional site and traditional home-school programs. Two grade level options were available. I had the privilege of teaching the older group, a blend of 8th and 9th grades. The parents of these students did not feel that their child would be successful at district schools for various reasons, but they also did not feel able to home-school their student without additional support. Students met in a classroom setting once each week to present their completed work, receive direct instruction, participate in experiments, and generally improve their options for their future high school years. Students were instructed in Physical Science, Vocabulary, Literature, Writing, and Health. Math was delivered using an on-line program and each student completed the course that was appropriate for their grade level. Because of its small size, I was able to provide personal

attention to each student and allowed ongoing communication between my students and me to remove obstacles to their learning. I also developed lessons that followed their interests and met their individualized needs. As a result, each student experienced growth in areas needed. Specifically, reading vocabulary and fluency improved. I believe that the Hybrid program was a unique educational opportunity within the BOMUSD, as is American River Charter School.

Our students come from varied backgrounds and from different schools or programs within the county. We have families who were looking for a different educational experience for their children. Our twelve certificated teachers and eight support staff offer diverse site-based and home school programs; we offer something for everyone.

In fall 2012, we moved to a new and larger District facility. Our students have an improved playground and field space for PE. We are adjacent to the 30-acre Georgetown Nature Area where we offer outdoor education and environmental studies for all our students. We now also have a designed Computer Lab and Home School Resource room.

This year we increased our classified and certificated staffing to help address the needs of our LCAP academic and technology goals.

We believe learning best occurs when:

- Individual students' diverse learning styles, backgrounds and needs are given careful consideration
- Students experience tasks which challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement
- 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
- Students are engaged in real-life studies, exposed to experts and work on authentic projects
- Learning opportunities provide information to ponder, experiment, and time to assimilate



American River Charter School 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 lifelong 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.

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 Supports Intervention) this year. We are working on our school culture as an LCAP goal. We believe and practice:

ARCS students are Respectful, Caring, and Safe



Comments from Site Parent: *I'm also very pleased about the culture that has developed at ARCS. This is a bit difficult to pin down in a few words. Perhaps the best way to paraphrase it is that I feel like ARCS has become an extension of our home. We know so many families at ARCS, and some of these very closely. We feel comfortable with sending kids to school for the academics, of course, but also because the academics happen seamlessly in an environment that's very much the same as at home. The transition from home to school is, I think, much more seamless than would be possible at other schools, and, for me, that's a good thing. The*

fact that we, as parents, have a clear opportunity to contribute, to suggest improvements, to help out, and are heard, also goes a long way to nurture this feeling.

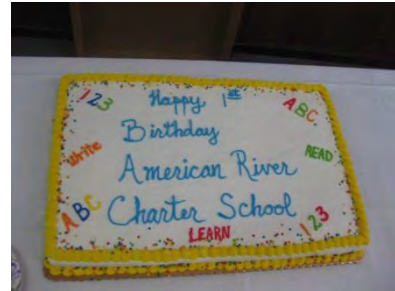
Friends of American River Charter School (FARCS)

In an effort to promote parent involvement, American River Charter School encourages parents and community members to assemble together in the interest of building community, providing input, and planning events. Friends of ARCS is a Parent Club that depends on parent volunteers! Parents work in the classrooms, drive on field trips, organize special events, serve on committees, and help raise money.

Some of the activities FARCS provides leadership for include:

- Fundraising opportunities
- Organizing Enrichment Programs
- Planning After-School Events
- Volunteering options at school

Fundraising is an important aspect of our school community. We have been the recipient of a couple of grants applied for by staff. Last year we received an Agriculture grant for our FARM Club and a Visual and Performing Arts grant for our VAPA program.



Past Five Year Review

- We did everything in our petition we said we were going to do.
- Our students made progress toward our academic goals.
- Parents were engaged and volunteered over 1000 hours per year.
- Finances were sound and budgets were balanced with carry-over funds each year.
- We hired and retained credentialed staff.
- We had clear audits.
- Our attendance was over 95% each year.
- We had less than 0.3% suspensions and no expulsions in past years.
- We followed our Mission Statement.

Future Five Year Goals

American River Charter School staff and parents have worked together to develop our goals for the next five years in conjunction with BOMUSD. As a dependent charter, we want our long term goals to be inclusive of our sponsoring District's LCAP goals.

- Recognizing parent's requests and needs in our community, we want to add a Transitional Kindergarten to our school options.
- Working with the District Curriculum Council, we will use the District recommended assessments in ELA and Math.
- We will support and practice California Common Core standards instruction using Guided Language Acquisition Design (GLAD) strategies.
- We will develop opportunities for all students to access state-of-the-art Technology within direct instruction of computer and keyboarding skills in our new Computer Lab.
- We will continue to develop a Visual and Performing Arts program-rich culture for our students.
- We will continue to engage our students in researched-based instructional practices.
- We will continue to use Love and Logic and Positive Behavior Intervention Strategies (PBIS) to support positive classroom management and school-wide discipline and culture.
- We will align our Charter to the State priorities where they are applicable to charters.
- We will pursue WASC accreditation as it fits the needs of our school.
- We will work with the ARCS Council to improve the knowledge of their role and responsibilities.

Comments from a parent about our annual Variety Show: *The ARCS Variety Show not only allows us to portray our student's special abilities and talents, it also contributes to our entire community. On top of being an entertaining evening for our entire community, it is also a fund raiser for ARCS and brings in money to further develop and enrich our Performing Arts Department, as well as promotes our local businesses/vendors who advertise in our show program. It is one of the few sources of affordable advertising for our businesses on the Divide. In addition, the Variety Show helps teach students business & sales skills by going door-to-door to our local vendors asking for donations in exchange for advertising them in our show program.*

Now if that's not something to 'brag' about, I don't know what is!!

Element 1: Educational Program

Mission Statement

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.

Educational Program and Philosophy

The American River Charter School (ARCS) is designed to educate students in grades TK through 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 in the 21st century.

Our student population for the first school year was 150 with increases of 20 – 25 students per year up to 400 students total. Enrollment caps will be managed by the ARCS Council subject to the approval of the Board of Trustees of the Black Oak Mine Unified School District, the authorizing Local Educational Agency (LEA). Should enrollment exceed 400 students, BOMUSD and the American River Charter School will confer about strategies for accommodating the growth. The program is designed to support a variety of educational options to meet the diverse needs of the student population we serve. The ARCS will contract with the Black Oak Mine Unified School District for instructional support including but not limited to: professional development, curriculum selection, course outlines, program design, evaluation of instructional programs, assistance with classroom management, technology support, development of assessment methodology, tools for measuring student progress, and strategies and supports to meet the needs of diverse student learners.

Our school is named for the three forks of the American River and offers three diverse programs:

The South Fork

The South Fork, referred to as American River Charter School Site program, provides a K-8 thematic instruction design that focuses on creating independent thinkers in a positive, cooperative school community using hands-on curriculum in multi-age classes. Students enjoy an educational option which includes experiential, project-based instruction, an arts-infused curriculum, and small class sizes.

See Appendix C- Site Handbook

The Middle Fork

The Middle Fork, referred to as the American River Charter School Home School program, provides homeschooling families with a variety of educational options, including a Supervising Teacher for guidance and parent-chosen educational resources, including vendor classes, field trips, and instructional supplies. Those participating in the American River Charter School (ARCS) Home School Program can also participate in site based program offerings from BOMUSD schools based upon space, availability, and scheduling.

ARCS is not a WASC accredited school and for the small number of high school students enrolled, parents are notified in the Home School Parent Handbook what this means for their college options. High school students do have the option of taking A-G classes at the District High School, taking classes at the local community colleges, and taking accredited online classes.

See Appendix C- Home School Handbook

The North Fork

The North Fork, referred to as the American River Charter School Hybrid program provides a blended program for families who desire both site based and home study opportunities. Students will meet regularly with their Supervising Teacher for direct instruction and socialization, yet remain under the teaching of their parent.

The primary goal of offering these educational options is to provide viable educational alternatives to students and their families throughout the Georgetown Divide. In order to meet the primary goal of providing a variety of educational alternatives, ARCS may partner with other programs to create a comprehensive continuum of program offerings. Furthermore, BOMUSD and ARCS may collaborate to create unique program offerings should the need arise.

Role or Parents/Guardians in Student Education

American River Charter School will develop a functioning Parent Teacher Group that is a separate entity from the charter and sponsoring district. The purpose of the parent group is to increase the level of parent support in the overall program and to provide support to the instructional program, welcome and train new volunteers, and assist in the leadership of the school. These groups will be a key support to the ARCS Council as they will be asked for input in program design, modifications, and support through fundraising and field trips.

Parent involvement is an integral part of ARCS as stated in State Priority #3. Parent involvement will be demonstrated in the following ways.

- Parents will fulfill expectations set forth in the Program Agreement which is signed upon the student's registration into ARCS.

- Parents will be active members of the school community and their input will be gathered through surveys, committees, and meetings.
- Parents will adhere to the volunteer guidelines set forth in the Charter School Parent/Student Handbook and BOMUSD Volunteer guidelines.
- Friends of ARCS will assist in fundraising and festivals for the Charter School.

See Appendix C

See Appendix G – LCAP for Priority 6 data

How Learning Best Occurs

We believe learning best occurs when:

- Individual student’s diverse learning styles, backgrounds, and needs are given careful consideration.
- Students experience tasks which challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement.
- 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.
- Students are engaged in real-life studies, exposed to experts, and work on authentic projects.
- Learning opportunities provide information to ponder, experiment, and time to assimilate.
- Students have opportunity to learn using technology, preparing them for the 21st century.

By encouraging students’ to pursue their interests, talents, and passions, American River Charter School will enable students to become self-motivated, competent, and lifelong learners while pursuing academic competencies and requirements. The key feature of our instructional approach is an Individualized Learning Program where students are provided alternative educational approaches. Students learn in a variety of ways and are guided in assessing their individual learning styles following the Common Core Standards as recommended by State Priority #2 . An Individualized Learning Program might include the following:

Alternative class settings, such as but not limited to, cooperative classes to on-line courses, tutoring, contracted instruction with businesses and/or participating schools from within the sponsoring district, home-based instruction, the use of traditional and non-traditional texts and learning materials, as well as thematic projects, and field studies. Eligible students may participate in community college courses, mentorships, job shadowing, and vocational training through existing community programs, such as the local Regional Occupational Program as well as other locally offered Career Technical Education classes. Enrolled 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, foreign language, Visual and Performing Arts and athletics, as recommended in State Priority #7.

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.

Students Not Meeting Defined Outcomes

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 available resources within the charter, district, or county to improve student success using the Response to Intervention model (RTI).

Serving Students with Special Learning Needs

Students who participate in Special Education programs will have their special learning needs addressed in their Individual Education Plan (IEP) following all requirements of the offer of Free and Appropriate Public Education (FAPE) and in accordance with BOMUSD and our Special Education Local Plan Area (SELPA). Other students whose learning issues are not addressed by the Special Education Programs may be addressed on an individual basis through general school, district, or county resources.

The American River Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. The charter shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability, nor shall it charge tuition.

Element 2: Measurable Pupil Outcomes

American River Charter School empowers students to fulfill all their learning requirements for graduation in a manner consistent with the philosophy of the school. Students may demonstrate their growth towards student standards in a variety of ways. However, the preferred measurement of learning is through completed assignments, projects, and age dependent formative, summative, and cumulative assessments. Application of critical thinking skills and creative presentation will be encouraged. Pupil achievement will be measured by assessments as appropriate to State Priority #4.

Outcomes

American River Charter students' overall outcomes are in alignment with the BOMUSD District's outcomes and will follow the District/GSHS vision statement:

- Healthy Individuals and Exceptional Citizens

- Effective Communicators and Academically Responsible Students
- Curious and Imaginative Learners
- Resourceful and Lifelong Learners
- Critical Thinkers and have Creative Presentation skills
- College and Career Ready

Students, parents and Charter School teachers will develop measurable learning results for the student; these will be identified and included in the student’s file. Progress toward student learning results will be assessed a minimum of two times a year by the ARCS teacher.

The students will demonstrate growth in the following areas:

- Growth Area Goal #1: Student reads, writes, and computes effectively.
- Growth Area Goal #2: Student applies reading, writing, computation, and communication skills to solve problems.
- Growth Area Goal #3: Student appreciates and respects the history, values, and contributions of diverse cultures.
- Growth Area Goal #4: Student has a sense of civic responsibility and comprehends the political process.
- Growth Area Goal #5: Student applies scientific concepts, and uses technology to explain the world, finding solutions to its problems.
- Growth Area Goal #6: Student demonstrates skills and attitudes that allow adaptation to change, valuing of relationships, and working cooperatively with others.
- Growth Area Goal #7: Student uses special interests, talents, and abilities to think, reason, and produce creatively.

Local control Accountability Plan Goals

Our Local Control Accountability Plan goals and outcomes are all aligned with the eight state priorities and our LCAP was approved by our authorizing District in the spring of 2014. The ARCS LCAP goals will be measured and updated yearly including all subgroups. Our Local Control Accountability Plan goals and student outcomes include:

Goal 1: Academic Goals:

All students will learn the skills and content necessary to make academic improvement in Common Core State Standards. Each student in the charter school is expected to be learning at

their grade level and will be given the support needed to be college and career ready when they graduate. This goal will be measured by multiple assessment measures.

Goal 2: Technology goal:

Students in grades 3 – 12 will use computers regularly. Keyboarding skills will be developed starting in grade 3 leading toward middle school and high school students submitting final papers and assignments electronically. Students will be prepared for the Smarter Balanced assessments, learning the SBAC Universal tools and keyboarding skills needed for their success as measured by data collected in Computer classes on WPM with (2014-15) as the baseline year.

Goal 3: School Climate goal:

ARCS students will focus on the qualities of respect, caring, and safety. Our behavior management goals for on-site students will focus on these three areas. This goal will be measured by PBIS data collected in baseline year (2014-15) and compared thereafter and recommended in State Priority #6. All students will be encouraged to develop a sense of civic responsibility and learn to respect and value the contributions of others while also developing their own interests and talents.

All students and subgroups, Foster Youth, ELL students, low socio- economic youth, and students with Disabilities will receive support in the way of extra tutors, intervention strategies in the general education program, and small group instruction to help them achieve these goals. We currently have no ELL students in our school, less than 30 students with Disabilities, and less than five Foster Youth. Our specific annual actions are listed in our LCAP and match our outcomes for all subgroups recommended in State Priority #4.

See Appendix G – Local Control Accountability Plan

Element 3: Method by Which Pupil Outcomes will be Measured

Assumptions about Assessment

Our choice of methods to assess pupil progress is based on the following six beliefs about assessment:

1. In order to have a complete picture of a student's growth, a multi-tier system of assessments must be used. Assessments should focus on a student's growth towards a proficiency standard rather than comparing a student's performance against other students.
2. There should be a close relationship between a desired student's outcome and the means used to assess it.
3. Assessing what students do with knowledge is as important as assessing what knowledge they have.

4. Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.
5. Assessment data will offer a comprehensive method of differentiating supports to at risk students and target populations including the Student Study Team process.
6. Alternative school selected assessments will be used to show increase in students' academic achievement in all groups and subgroups.

Assessment Methods

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Based on the above beliefs, methods by which student progress is assessed will be through a variety of the following and will align with our Local Control Accountability Plan:

- Monthly review of work
- Annual portfolios (minimum of two samples per subject area per semester)
- Parent and Teacher observations
- The current state mandated assessment tool administered in spring
- Student work samples – collected frequently
- Student grades
- Student demonstrations of learning
- School selected assessment tools might include for ELA: Basic Reading Inventory, the San Diego Quick Word Recognition test, Accelerated Reading STAR Diagnostic assessments, and District Writing Assessment
- Field studies
- Participation in enrichment activities and classes
- The California High School Exit Exam
- American River Charter School will administer the current state mandated Assessment tool during the state-approved testing windows in alignment with those of the Black Oak Mine Unified School District.

Element 4: Governance Structure

Structure

The American River Charter School shall be governed by the Board of Trustees of the Black Oak Mine Unified School District, which will serve as the charter board of the American River Charter School. Notwithstanding anything in this petition to the contrary, the Board of Trustees of the Black Oak Mine Unified School District has final decision-making authority over all financial, operational (including staffing), and other matters for the American River Charter

School. The Board of Trustees may, from time to time and in its sole discretion, delegate this authority to one or more individuals or entities, to the extent permitted by applicable law.

The American River Charter School will also have a Charter Council (ARCS Council), which will be responsible for making recommendations to the Board of Trustees. The ARCS Council will be governed by bylaws established and approved annually by the council. The council will be comprised of 50% parents, students and community members and 50% staff of the ARCS plus one member to be designated by the Black Oak Mine Unified School District Board of Trustees. The member designated by the Black Oak Mine Unified School District Board of Trustees will serve until his or her replacement is designated by the Board of Trustees. For purposes here-of, the term “parents” includes step-parents and legal guardians. Staff members on the council shall be elected by all staff members with one vote per employee.

If a community representative is not found to fill the position within three months, a parent may be appointed by the ARCS Council to serve the remainder of the term. If a parent is not available then a staff member may be appointed by the ARCS Council to serve the remainder of the term.

The Brown Act will govern all activities of the ARCS Council.

Appendix F – ARCS Council By-Laws

ARCS Council Responsibilities

The ARCS Charter Council is responsible for recommending modifications to the school Charter, if necessary. Any ARCS Council recommendations to amend the school Charter must be approved by the Black Oak Mine Unified School District Board of Trustees prior to implementation.

The ARCS Council will meet every other month, at least quarterly. Announcements of all ARCS Council meetings will be included in newsletters sent home to all families and will be posted in appropriate places to conform with the Brown Act. The American River Charter School will be annually evaluated by the ARCS Council. The evaluations will be used to determine the effectiveness of the Charter School programs and provide direction for program improvements.

The ARCS Council will provide input and recommendations to the Black Oak Mine Unified School District Board of Trustees on the American River Charter School budget.

Membership and its definitions, succession, voting rights, termination of membership, resignations, and vacancies are covered in detail in the by-laws. The procedure followed for conducting elections and soliciting candidates is also delineated in the by-laws.

Administrator's Responsibilities

The American River Charter School Administrator shall continue to assure:

- Evaluation of staff in relationship to approved policies and procedures and in accordance with the California Standards for the Teaching Profession (CSTP's)
- Review selection and assignment of staff with the ARCS Council
- Oversight of school site plan
- Development of the Charter Budget with input from the ARCS council for approval by the BOMUSD Board of Trustees
- Development of the Local Control Accountability Plan
- Coordination of the charter school operations in conjunction with BOMUSD
- Development of the annual school calendar
- Development of the employee handbook and communication with employees affected by the handbook, subject to the Board of Trustees of the Black Oak Mine Unified School District
- Day to day operations of the Charter School in accordance with the California Standards for Professional Educational Leaders (CPSEL's)

Charter School Staff Meetings

The ARCS staff will meet regularly to monitor the daily operations, curriculum, and development of the programs and options offered in the Charter School.

Charter School Administrator and Superintendent

The ARCS administrator will coordinate and facilitate the general operations of the Charter School and meet regularly with Black Oak Mine Unified School District administration.

The Board of Trustees of the Black Oak Mine Unified School District

The Board of Trustees of the Black Oak Mine Unified School District is the governing body of the American River Charter School. The Board of Trustees will designate a representative to serve on the American River Charter School (ARCS) Council. The results of both the annual parent evaluation and student assessments results will be shared with the Board annually.

Element 5: Qualifications of Individuals Employed

Individuals employed by our school should be models of those characteristics we wish to nurture in our students. They will display a continuing passion for learning and strive for excellence in their chosen field. They will be intelligent, flexible, open to the process of personal growth, and skilled in communication. Their accomplishments and competence may be demonstrated by experience working with children under the guidance of recognized experts, or by reputation, and high regard in the community. In addition, all teachers will possess a valid California Teaching Credential.

Qualities in a Charter Teacher and Charter Administrator will be sought after as delineated in the ARCS Charter School Petition. Teachers, parents, and other stakeholders will be actively involved in the selection of these candidates. The ARCS Charter Council is responsible for making recommendations regarding the structure of the school including the type of administration with ultimate authority resting with the BOMUSD Board of Trustees. Some options for consideration may include but not be limited to: a self-governance model, contracting with the BOMUSD for technical support or a separate administrator. Should the ARCS Charter Council hire their own administrator, the Charter Administrator will solicit evaluative feedback from teachers and other key stakeholders annually and be evaluated annually by the BOMUSD Superintendent or designee in accordance with BOMUSD policies and procedures with input provided by the ARCS council. The BOMUSD will at all times provide oversight in regards to governance, support and technical assistance to the ARCS. The Board of Trustees of Black Oak Mine Unified School District or its designee(s) will have final decision making authority over staffing matters.

Documents relating to employee qualifications shall be maintained on file at Black Oak Mine Unified School District and shall be subject to periodic inspection by Black Oak Mine Unified School District.

Qualifications for any other full-time, part-time or temporary employee shall be determined by the Black Oak Mine Unified School District Board of Trustees based upon recommendations from the ARCS Council.

Element 6: Procedures to Ensure Health and Safety

To ensure the safety of students and staff, California Education Code (C.E.C), Section 44237, shall be followed in regard to salaried employees. Immunization and other health-related issues of employees and students of American River Charter School will be addressed in accordance with existing board policy and applicable law. All certificated and administrative staff shall receive training in emergency response, including appropriate "CPR" training or its equivalent.

All employees of the school must submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Safety reviews, employee record checks (i.e. C.E.C Section 44237) and program, transportation, and building use standards and practices shall be performed as needed and as is consistent with appropriate laws, Charter School Statutes, and Black Oak Mine Unified School District policy. An on-site designee shall oversee proper reporting procedures for building/grounds safety issues, injuries, or other health/safety related problems.

American River Charter follows the same BOMUSD Board policies in regard to: Non Discrimination and Harassment BP5145.3, Sexual Harassment BP 5145.7, Hate Motivated Behavior BP 5145.9, Bullying Sect 5131.2. We will follow district guidelines for Ed Code Sect 221.5.

All school facilities shall function as a drug, alcohol, and tobacco free workplace. School climate will be measured through the Annual School Survey as recommended in State Priority #6 and reported in the Annual Report.

Appendix D Annual Report

Appendix E Comprehensive School Safety Plan

Element 7: Means to Achieve Racial and Ethnic Balance Reflective of District

American River Students will be considered for admission without regard to ethnicity, national origin, gender, or disability. American River Charter School will seek to maintain racial and ethnic balance among its pupils that is reflective of the general population within the territorial jurisdiction of Black Oak Mine Unified School District through the open enrollment policy of the Black Oak Mine Unified School District.

Element 8: Admissions Requirements

Non Discrimination Statement

The American River Charter School (ARCS) is a nonprofit, coeducational, English-language, public charter school open to all applicants living in El Dorado County and all contiguous counties without discrimination on the basis of actual or perceived disability, gender, nationality, race, or ethnicity, religion, sexual orientation, level of English, or any other prohibited characteristic. ARCS also adheres to all provisions of federal law related to students with disabilities including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004. Students enrolled at the ARCS shall not be required to pay a pupil fee for participation in any educational activity. (Section 49011) (a)

Priority Procedures

The priority procedures for admission and the filling of open seats in the classroom will follow the procedures outlined in the Charter School Parent/Student Handbook.

Prior to being admitted into the American River Charter School, students and parents will be required to:

- Understand the charter school's philosophies and growth areas.
- Select the student's educational program or option.
- Sign and agree to abide by the Charter School Agreement
- Agree to abide by the guidelines set forth in the Charter School Parent/Student Handbook.
- New families will participate in an intake conference.

Within the first year of being admitted to the American River Charter School, in order to remain in the American River Charter School, students and parents will be required to demonstrate they can:

- Maintain the academic proficiency standards set for each grade level.
- Adhere to the Charter School Agreement.
- Participate and be involved in the educational program.

Students are considered for enrollment into American River Charter School as follows:

Open Enrollment

- For Transitional Kindergarten, open enrollment ends the last Friday in February if they will be 5 years of age by December 1 of the same year. TK is a two year Kindergarten option.
- For Kindergarten, open enrollment period for siblings of those already enrolled in American River Charter School for 1 year ends the last Friday in January.

- Open enrollment period for kindergarten ends the last Friday in February for current school year.
- Open enrollment for grades 1 - 12 ends the last Friday in February for current school year.
- The charter school shall comply with all existing laws establishing minimum and maximum age limits for attending public school.
- Once enrolled, ARCS students receive guaranteed placement in subsequent years dependent upon parent and student signatures on Student Agreements signed and complied with each year of enrollment. For students participating in the American River Charter School Home Study Academy, student agreements must be signed and complied with each semester.

As it is expected that the combination of continuing students and applicants will exceed capacity each year, available spaces will be filled through a public random drawing (i.e. lottery) conducted according to the California Education Code and the provisions of our Charter. Lottery procedures are defined below. We include all applications received during the published enrollment window in the lottery, without consideration for the order received. Each applicant included in the lottery receives placement in the school at the appropriate grade level or a numbered position on our waiting list for that grade level. We do not accept applications received later than the published closing day and time for the enrollment window. If a spot becomes available and the waitlist has been exhausted for the grade involved, a subsequent open enrollment period will be held for that grade only.

Per the terms of our Charter and the California Education Code, students must be 5 years old by September 1 to enter kindergarten and 6 years old by September 1 to enter 1st grade. We may review the placement of individual students after a six-week trial period to determine if that are developmental appropriate for that grade level.

Lottery Process

Due to the divergent geographic area and grade spans served by this charter school, a lottery may be held for a specific geographic area or grade level, not the whole school.

- Any public lottery for American River Charter School will be held on or before the first and third Monday on the month following the determination that a lottery is necessary
- All names selected in the lottery draw are assigned a number and entered onto a waiting list in order of their selection. When the waiting list is exhausted, new applicants will be eligible for the next lottery draw.
- All drawings will be held at noon.
- Three people must be present at a lottery drawing.
- A log will be kept of all applicants in the drawing and their assigned number.

Preference for admission shall be given to siblings of currently enrolled students, as well as students residing within the Black Oak Mine Unified School District. Admission will be dependent upon parent and student signatures on Student Agreements signed and complied with each semester of enrollment. American River Charter School seeks to admit children ensuring that the educational program provides the least restrictive environment.

The American River Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. The charter will neither discriminate against any student on the basis of ethnicity, national origin, gender or disability, nor shall it charge tuition.

Family Participation

As a charter school, California law allows the ARCS to require family participation hours as a condition of enrollment. Believing that family involvement improves both the educational process and organizational success of ARCS, three hours of monthly service are required to the school. Options for serving these hours of service include classroom assistance, fieldtrip chaperoning, Saturday school site workdays, committee and workgroup assignments, office work, school meetings, and much more, every family will have an opportunity to find a meaningful and workable way to contribute their required time. The signed agreement includes a commitment to these hours of service as a condition of enrollment.

Unlike participation hours, as a public school, our school cannot and does not charge tuition. We receive basic funding from the State of California. The ARCS Parent Teacher Groups including parents, teachers, and other supporters will operate independently from the school for the sole purpose of supporting the school.

Special Education Instruction and Services

As a charter school authorized by the Black Oak Mine Unified School District (District), the American River Charter School operates as a public school of the District for all special education purposes. Accordingly, students eligible for special education who are enrolled in ARCS shall receive special education services in accordance with their Individualized Education Programs (IEP) and in the same manner as any other student enrolled in the District. The District, as the local education agency for special education purposes, offers special education instruction and related services that may be unavailable on the ARCS school site. Accordingly, an ARCS student requiring special education services may receive such services from the District at another site in the District or as otherwise arranged by the District in accordance with the student's IEP and the policies of the District and Special Education Local Plan Area (SELPA).

Special education placements and related services available on site at ARCS may include general education inclusion, a resource specialist program, speech and language therapy, and other

designated instructional services. Other special education placements and services may be available off-site in the District as called for in a student's Individualized Education Program. ARCS shall not discriminate against any student with disabilities in the ARCS admissions and enrollment process.

In compliance with Federal and State laws and regulations governing special education services, services for eligible students will be provided through the Black Oak Mine Unified School District, the Local Education Agency of the El Dorado County Special Education Local Plan Area (SELPA). These services may include Search and Serve, referrals for special education services, assessments and identification, IEP meetings, consulting, direct student service, and administrative services. The American River Charter School shall be responsible for an appropriate share of special education encroachment costs in accordance with the California Education Code, as determined in the sole discretion of the Board of Trustees of the Black Oak Mine Unified School District.

Previously Expelled Students

Students who have been expelled or have school records showing recurrent behavior/disciplinary problems will require special consideration by the Black Oak Mine Unified School District Board of Trustees and may not be accepted for enrollment.

Element 9: Financial Audits

Programmatic Operation and Annual Audit

A qualified auditor, which shall employ generally accepted accounting practices applicable to the school, will perform an annual financial audit of American River Charter School. The audit will be part of Black Oak Mine Unified School District's audit. Such an audit shall at a minimum verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examine the school's internal controls.

It is anticipated that the annual audit shall be completed reasonably promptly after the close of the fiscal year. A copy of the auditor's findings shall be forwarded to the Black Oak Mine Unified School District. Procedures and/or processes that caused the exceptions and deficiencies shall be modified to meet the auditor's specifications. Such modifications shall be sent to the Black Oak Mine Unified School District Board within three months of the auditor's report. In addition to a regular financial audit, American River Charter School will produce and provide to Black Oak Mine Unified School District an annual performance audit. The Programmatic Audit will, at a minimum, include the following data:

1. A copy of the ARCS Council's self-evaluation on prior year management performances, summary of major decisions and policies established during the year, and the upcoming year's goals.

2. Data on the level of parent and staff involvement in the school's ARCS Council (and other aspects of the school, if applicable) and summary data from an annual parent and staff survey.
3. Data regarding the number of staff working at the school and their qualifications.
4. An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
5. Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

See Appendix D – Annual Report

Element 10: Pupil Suspension and Expulsion

Policies

American River Charter School will follow the student policies of Black Oak Mine Unified School District. These suspension or expulsion policies will be posted on the school's website and available in the school office. The master contract and school handbooks will clearly describe the school's expectations regarding discipline, attendance, mutual respect, substance abuse, violence, safety, and work habits. **See Appendix C Handbooks**

The school director may suspend students who fail to comply with these policies at any time in accordance with the California Education Code. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and later expelled by the Black Oak Mine Unified School District Board of Trustees. Prior to expulsion, students will be accorded due process unless the student's conduct presents an immediate threat to the health or safety of others. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance. For students with an IEP, guidelines for suspension and expulsion will be followed as per the BOMUSD Policies.

Dismissal from the American River Charter School

Charter student and parent members may be exited for non-compliance with the terms of the Charter School Parent/Student Handbook and/or the American River Charter Program Agreement signed by the student, parent and teacher.

Element 11: Staff Retirement System

All employees of American River Charter School shall participate in the school sponsored retirement plans according to approved ARCS policies. These may include but are not limited to STRS and PERS.

Element 12: Attendance Alternatives

All students who reside in the Black Oak Mine Unified School District who do not wish to attend the American River Charter School may choose to attend the school district's other schools within the Black Oak Mine Unified School District.

Element 13: Description of Employee Rights

Employees of this Charter School will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. No district employee will be required to work at the Charter School (Ed. Code 47605 (3)(e)).

Employee Rights

Employee rights and terms of employment for ARCS employees will be governed by individual employment contracts and/or other ARCS policy statements, which may be set forth in employee handbooks or other documents.

Existing Black Oak Mine Unified School District employee agreements, contracts, or policies relating to school district or school district personnel may not cover American River Charter School employees. Employees covered by existing Black Oak Mine Unified School District employee agreements that transfer to American River Charter School staff, are no longer covered by Black Oak Mine Unified School District collective bargaining agreements.

Procedure for request of a leave of absence

Any site based half-time or more Charter School Certificated Employee may enter into an agreement regarding a request for leave of absence with the American River Charter School according to the following specifications: This agreement specifies the dates for break in service and reinstatement with a future contract. Written notification requesting such an agreement must be received by American River Charter School administrator prior to March 1st of the previous school year. The agreement states when a break in service would occur and when a new contract would be issued if enrollment so warrants. Willingness to enter into this agreement is at the discretion of the Board of Trustees of the Black Oak Mine Unified School District based upon the recommendation of the American River Charter School Administrator.

See Appendix F – Personnel Policies Handbook

Element 14: Dispute Resolution Process

Intent

The intent of this dispute resolution process is to: resolve disputes within the school pursuant to the school's policies, minimize the oversight burden on the district, ensure a fair and timely resolution to disputes, and frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and ARCS Council members of American River Charter School and Black Oak Mine Unified School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and ARCS Council members of the school, shall be resolved pursuant to Black Oak Mine Unified School District Board policy, including the Uniform Complaint Procedure.

The Black Oak Mine Unified School District shall not intervene in any such internal disputes without the consent of the ARCS Council of the school and shall refer any complaints or reports regarding such disputes to the ARCS Council and/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, the Charter Council of the school has requested the district to intervene in the dispute, or it otherwise determines that its intervention is in the best interests of the ARCS, the Black Oak Mine Unified School District or any other relevant constituency.

Disputes Between the American River Charter School and the Black Oak Mine Unified School District

In the event that the ARCS or Black Oak Mine Unified School District have disputes regarding the terms of this charter or any other issue regarding the school and the district relationship, both parties agree to follow the BOMUSD complaint process identified in the BOMUSD Board Policies and Administrative Regulations.

The Board of Trustees of the Black Oak Mine Unified School District has decision making authority over all matters relating to ARCS, and nothing in this section shall limit the authority of the Board of Trustees to finally and conclusively make any and all determinations regarding ARCS and its operations, including with respect to disputes between ARCS and the Black Oak Mine Unified School District.

Oversight, Reporting, Revocation, and Renewal

If the Board of Trustees for the Black Oak Mine Unified School District believes it has cause to revoke this charter, the board agrees to notify the ARCS Council of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Black Oak Mine Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified above. Within two months of the receipt of this annual review, Black Oak Mine Unified School District must notify the ARCS Council of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the Black Oak Mine Unified School District conclusions. If, in its review of the school's annual report, Black Oak Mine Unified School District determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

Element 15: Labor Relations

The ARCS will be the exclusive public school employer responsible within the meaning and for the purpose of Education Code Section 47611.5.

Element 16: Method for Change to the Charter/Closure of the Charter School

Methods for Change

The process for change to the Charter Document is as follows:

- A. Ideas for change may originate anywhere.
- B. Recommendations come to the ARCS Council through one of its members for consideration.
- C. The ARCS Council will consider and reach a decision through consensus for the proposed recommendation for additions, deletions, and modifications to the Charter Document.
- D. Recommendation for additions, deletions, and modifications to the Charter Document from the ARCS Council will be brought to the Board of Trustees of the Black Oak Mine Unified School District for approval.

The intent of this specific outlined process is to increase communications regarding changes and allow the ARCS to operate in a responsive timely manner.

Closure of School

Listed are the procedures that will be used in the event that ARCS closes. This closure could be due to the Board of Trustees of the Black Oak Mine Unified School District or the State Board of Education's revocation of the charter, or American River Charter's decision to voluntarily close.

- A. Notification will be given to the ARCS community in regards to the pending closure. This will be done in written form and at least one community meeting for each of the following constituents will be held: Students, Parents/Community, and Staff. The purpose of these meetings will be to discuss the particulars of the school closure and the manner in which parents/guardians may obtain copies of student's records.
- B. Every effort will be made to forward student records to the appropriate new schools, all other records will be forwarded to the Black Oak Mine Unified School District Office, including a list of students in each grade level and the classes they have completed.
- C. All outstanding debt shall be paid to the extent that funds are available. A final audit will be conducted by the Black Oak Mine Unified School District's auditor.
- D. Any assets that exceed liabilities will be distributed to the Black Oak Mine Unified School District which will assume all rights and title to such assets.
- E. Notification to the California Department of Education and County Office of Education
- F. Completing and filing any Annual Reports required in pursuit of Education Code 47604.33. The charter authorizing entity should send a notice of the school closure to the Charter Schools Unit at the CDE and to the El Dorado County Office of Education. The notification should include the following information:
 1. Charter school name, charter number and CDS code
 2. Date of closure action
 3. Effective date of the closure, if different
 4. Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)
- G. After receiving the notification of closure, CDE will notify the charter school and the authorizing entity if it is aware of any liabilities that the charter school owes the state, such as overpayment of apportionments, unpaid revolving fund loans, grants, etc. The CDE may contact the county office of education or independently contract for an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
- H. Notification to Receiving Districts - The charter school or authorizing entity should notify any school district that may be responsible for providing education services to the former students of the charter school so that the receiving district(s) may assist in facilitating student transfers.

The Black Oak Mine Unified School District Board of Trustees approved the Charter Petition for the American River Charter School.

Dated this 15th day of January, 2015 by order of the Board of Trustees of the Black Oak Mine Unified School District upon a vote of ayes and nays.

Joe Scroggins, President of the Black Oak Mine Unified School District

Rob Williams, Superintendent of Black Oak Mine Unified School District

APPENDIX A

Black Oak Mine Unified School District

All students will be healthy, responsible, productive citizens, skilled workers, lifelong learners and contributors to their local and world communities.

District Student Calendar 2014-15

Approved 8-14-14 with 4-Minimum Days for NS, GT, OC & ARCS

July

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

November

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

January

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

December

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

April

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

June

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

9

July

4 – Federal Holiday – Independence Day – District Closed

August

15 – Teacher Workday – No Students

18 – Teacher Workday – No Students

19 – First Day of School

September

1 – Federal Holiday – Labor Day – District Closed

24 – Minimum Day Northside/Georgetown, Otter Creek & American River Charter School

23

October

10 – End of 1st Quarter (38 days)

13-17 Northside and Otter Creek School Minimum Days

20-24 Georgetown & ARCS School Minimum Days

November

10 – School Recess *

11 – Federal Holiday – Veterans Day – District Closed

19 - Minimum Day Northside/Georgetown, Otter Creek & American River Charter School

24-28 – School Recess

27 – Federal Holiday – Thanksgiving Day – District Closed

28 – District Holiday – District Closed

December

17 -19 GSHS/Divide High Minimum Days

19 – End of 1st Semester – (81 days)

Dec 22- Jan 2 – Winter Break

25 – Legal Holiday – Christmas Day – District Closed

18

January

1 – Legal Holiday – District Closed

5 – Return from Winter Break

19 – Federal Holiday – MLK Birthday – District Closed

21 - Minimum Day Northside/Georgetown, Otter Creek & American River Charter School

February

13- District Holiday – Lincoln's Birthday – District Closed

16 – Federal Holiday – President's Day – District Closed

March

13– End of Third Quarter (47 days)

April

1 – Minimum Day Northside/Georgetown, Otter Creek & American River Charter School

3 – Snow Day – No School

5 – Easter

6-10 – Spring Break

May

22 – Snow Day – No School

25– Federal Holiday – Memorial Day – District Closed

June

3-4 GSHS & Divide Minimum Days

5– Last Day of School, End of Second Semester 99 Days;

Minimum Day ALL Schools

*Last day of school on Friday so November 10th can be a day off due to low anticipation of ADA.



APPENDIX B



"Soaring to New Heights Together"

American River Charter School 2013-14

Annual Report to the BOMUSD
Board of Trustees

December 11, 2014



Mission Statement

American River Charter School will provide a rigorous, challenging, and adventurous education. Varied programs, responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful instruction and diligent, persistent student effort. The atmosphere will be joyful, trusting and respectful. Students will become skillful, curious, life-long learners who are, themselves, creative problem solvers and caring global citizens.

Local Control Accountability Goals

1. All ARCS students will learn the skills and content necessary to make academic improvement in Common Core State Standards:
 - a. Each student in the charter school is expected to be learning at their grade level and will be given the support to be college and career ready when they graduate.
 - b. They will have access to a broad range of academic content; including art, music, drama, PE and Career Tech Education.
2. Students will have access to state-of-the-art technology and have the 21st century skills to be college and career ready.
3. ARCS will engage all stakeholders to improve school climate and create a respectful, caring and safe environment.

Enrollment and Special Education 2010-2014

Average Enrollment at P-2

2010-11 = 169.4

2011-12 = 173.8

2012-13 = 176

2013-14 = 201

2014-15 = 212 - current 11/10/1



Number Students with IEP's (Individual Education Plan)

2010-11 - 14 out of 169 = 8.0 %

2011-12 - 17 out of 174 = 9.7%

2012-13 - 15 out of 170 = 8.0%

2013-14 - 18 out of 201 = 8.9%

2014-15 - 20 out of 212 = 9.4% current 11/14

Suspensions in 2013-14 - 3 students out of 201 - Less than 1.5 %

Looking at the numbers 2010-14

Draft

*

2013-14 includes Prop 39 one time restricted funds



	2010-2011 (165)	2011-2012 (168)	2012-2013 (176)	2013-2014 (205)	2014-2015 211 (Projected)
Beginning Balance	0	\$153,552	\$168,387	\$302,411	\$501,204
ARCS Revenue	\$834,412	\$982,664	\$1,048,754	\$1,359,420 *	\$1,490,000
ARCS Expenditures	\$797,049	\$967,829	\$914,729	\$1,160,627	\$1,683,271
Ending Balance	\$153,552	\$168,387	\$302,411	\$501,204	\$307,933
Total Paid to BOMUSD	\$228,965	\$276,451	\$302,030	\$333,470	\$401,967

BOMUSD Prop 39 proposal

PROPOSITION 39 FIVE YEAR FUNDING ESTIMATES

BLACK OAK MINE UNIFIED SCHOOL DISTRICT
CDS CODE: 09-78783-0000000

FUNDING YEAR	2013/14	2014/15	2015/16	2016/17	2017/18	GRAND TOTAL
<i>Prior Year</i>	12/13 <i>Actual</i>	13/14 <i>Actual</i>	14/15 <i>Estimate</i>	15/16 <i>Estimate</i>	16/17 <i>Estimate</i>	
P-2 ADA ²	1,213.75	1,111.39	1,056.13	1,020.03	993.43	
FRPM Count	610.00	532.00	505.00	490.00	475.00	
Tier 3 Base Amount	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000		
Tier 2 Base Amount					\$ 50,000	
Per FRPM Rate ²	\$ 15.07	\$ 15.07	\$ 15.07	\$ 15.07	\$ 15.07	
	\$ 9,190	\$ 8,015	\$ 7,608	\$ 7,382	\$ 7,156	
TOTAL FUNDING	\$ 109,190	\$ 108,015	\$ 107,608	\$ 107,382	\$ 57,156	\$ 489,351

AMERICAN RIVER CHARTER
CDS CODE: 09-78783-0121566

FUNDING YEAR	2013/14	2014/15	2015/16	2016/17	2017/18	GRAND TOTAL
<i>Prior Year</i>	12/13 <i>Actual</i>	13/14 <i>Actual</i>	14/15 <i>Estimate</i>	15/16 <i>Estimate</i>	16/17 <i>Estimate</i>	
P-2 ADA	158.93	201.88	202.86	200.90	196.98	
FRPM Count	48.00	55.00	55.00	54.00	53.00	
Tier 2 Base Amount	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	
Per FRPM Rate ²	\$ 15.07	\$ 15.07	\$ 15.07	\$ 15.07	\$ 15.07	
	\$ 723	\$ 829	\$ 829	\$ 814	\$ 799	
TOTAL FUNDING	\$ 50,723	\$ 50,829	\$ 50,829	\$ 50,814	\$ 50,799	\$ 253,994

² Important to note that our current enrollment projections for 2015/16 indicate that our ADA could drop below 1,000 which would drop us from Tier 3 to Tier 2. If we maintain 1,000 ADA or more in 15/16 our funding could increase to \$100,000, making our total \$539,369

² Important to note that this is an estimate based on what was funded for 2013/14, this may change annually, but have not received any updated rates.

Parent/Guardian Survey: May 2014

Georgetown Site

- Number Responses 49/78 families or 63%
- Top four reasons for choosing this program:
 - Smaller Class Size – 48/49
 - Enrichment programs – 43/49
 - Individual academic attention – 42/49
 - School Climate – 40/49
- Overall attitude to ARCS - very positive or positive = 44/49
- Rate ARCS in teaching Common Core Standards - average or above = 36/49



Home School Program

- Number Responses 24/63 families or 38%
- Top four reasons for choosing this program:
 - Individual Academic Attention – 17/24
 - Enrichment Programs – 16/24
 - School Climate – 16/24
 - Flexible Schedule – 16/24
- Overall attitude to ARCS – very positive or positive = 23/24
- Rate ARCS in teaching Common Core Standards – average or above – 19/20

Site Parent's Survey Sample Comments:

How do you feel our school culture is developing?

- Very well - my son enjoys going to this school
- Overall - Excellent - I am concerned about the fact that cursive is being phased out.
- I believe it's a work in progress - there is always fine tuning and reaching a balance
- Great
- I like the positive attitude
- Very cohesive and consistent
- Very nicely
- I couldn't be happier with the school
- We love how accessible staff & teachers are, how friendly kids are, & the building of confidence in the kids
- Excellent
- Very well
- Good - I feel it is a positive environment for the students and teachers and parents
- I believe it's attempting to come together
- I think it is doing well
- It is developing good, I feel it is a very positive environment for everyone
- It's developing well - seems to be more family oriented than most schools

Home School Parent's Sample Comments



Considering this current school year, what did you find most helpful about being a part of ARCS?

- Home school option
- Freedom, fun, my child is excelling instead of being left behind. Thank you for this opportunity to be a part of your wonderful program.
- Ms. Richey
- Small classes and mixed grade classes
- Knowing what is expected and the individual, one on one help
- Math tutoring
- Teachers and flexibility
- Our family was encouraged by the option to play sports at the high school and small group classes. Our ST was invaluable when it came to keeping up and not throwing in the towel.
- Using funds for music lessons and all my curriculum and supplies
- The teachers
- Vendors
- The help we received from the teacher
- Flexibility
- Hybrid classes
- The small class sizes
- The support
- The flexibility of our teacher

Parent Volunteers

We have awesome parent volunteers, which is why some parents choose ARCS. Our Home School Parents give 100% to the education of their children. Our Home School students made great gains in Math this year, this is due to the diligence of the parents.

At the site program we have 81 families volunteering over 1000 hours last year. This includes fundraising, festivals and teacher support.

WHY ARCS?

Parent Involvement

Learning by Doing

Home schooling options

Highly Effective Teaching

Love and Logic

Guided Language Acquisition Design

Positive Behavior Intervention and Supports

Home School Vendor classes

Common Core Instruction

Parent Leadership

Smaller class sizes

Service Learning

Music/Drama/Art enrichment

Field trips

Nature Area

Outdoor Education

Hybrid Classes

Assessments for LCAP Accountability

- CAHSEE ARCS sophomores passed the California High School Exit Exam first time taking it

2010-11 8/10

2011-12 10/12

2011-12 5/6

2012-13 3/3

Teacher Administered Assessments used in LCAP for Accountability for 2014-15

ELA: San Diego Quick, Basic Reading Inventory, District Writing Assessment K-8

Math: Bridges- Common Core K-5 , Math in Focus benchmarks

Science: CST Grade 5 and 8

Data will be collected and reported in our 2014-15 LCAP revision

3 year comparison CST Data 2011-13 with CST Science Data 2014

YEAR	Similar School Rank	Participation Rate		Percent At or Above Proficient				API	Overall API	Percent of Student Population		
		95% ELA	95% Math									
2012-13	4	Yes	yes	Subgroups	ELA Target		Math Target		786	784 growth 774 base	94% 33%	
					%Met	Target Met	%Met	Target Met				
				School wide	50.5%	yes	51.7%	yes				789
				White	51.2%	yes	53.6%	yes				751
Low-income	39%	yes	53.6%	yes	751							
2011-12	5	yes	yes	School wide	57.3%	No	41.7%	No	764	767 growth 768 base	94% 27%	
				White	56.8%	No	39.5%	No	764			
				Low-income	63%	No	48.1%	No	800			
2010-11	5	yes	yes	School wide	52%	N/A	35%	N/A	758	84% N/A		
				White	56%	N/A	39%	N/A	765			
				Low-income	53%	N/A	39%	N/A	697			

Science 2013-2014	ARCS	Georgetown Elementary	Golden Sierra Jr. High	Northside School
5 th Grade	55 %	42%	N/A	56%
8 th Grade	72%	N/A	48%	N/A

Comparison for 2012-13 CST data District schools and surrounding Charters in Eldorado, Placer and Nevada Counties

2012-2013	ARCS	Golden Sierra Junior High	Georgetown Elementary	Alta Vista Community Charter Auburn	Placer County Pathways Charter Meadow Vista	Sky Mountain Charter School Placerville	Camino Science & Natural Resources Charter Camino
API	784	783	779	703	660	784	816
Proficient or Above ELA	50.5%	51.8%	41.5%	34.0%	37.3%	39.0%	62%
Proficient or Above Math	51.7%	51.2%	56.6%	36.0%	26.4%	60%	59.5%

Supporting documentation and summary of basis of determination: ARCS students have scored higher or equal to other students in the 2012/13 CST's in ELA and Math at Georgetown Elem and Golden Sierra Jr High. ARCS students also scored higher or equal to other BOMUSD students in 2013/14 Science CST's .

Comparisons are also listed to other similar sized Charter schools in surrounding counties.

ARCS Programs 2013- 14

American River Charter has active programs

Home School and Site

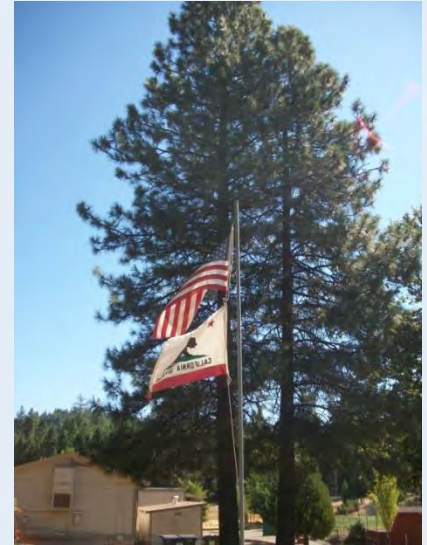
- Camping trips- Nature Area hiking
- Performances (plays and music)
- Many guest speakers/ US Forest Service, authors
- 24 field trips for ARCS students
- Service Learning projects/Canned Food Drive

Friends of American River Charter-Parent led fundraising events

- Yard Sales
- Box tops for Education
- Flower Power
- E-scrip/ Mar-val Community Card
- Holiday Market cash back
- Harvest Fest/Winter Fest- Cake walk/Bake Sale

Communications

- Monthly ARCS newsletters
- Monthly Calendar
- ARCS Website
- Google Calendar on website
- Class newsletters
- Parent Link Phone calls
- Monthly ARCS Council meetings



APPENDIX C

American River Charter Home School Program

P A R E N T H A N D B O O K 2014-2015

**Director: Susan Whittington
Teacher- in -Charge: Sally Dyck**

ARCS Office:
6620 Wentworth Springs Road
Georgetown, CA 95634
Office hours: 7:30 – 3:30
Phone (530)333-8340
Fax (530)333-8346

www.arcs-ca.schoolloop.com

Revised August 2014

This Handbook is one of the primary communication tools designed to help you better understand your school. Please read it thoroughly. There are some changes this year. We hope that this handbook will answer any questions or concerns you may have about this branch of American River Charter. If you have questions or comments, please share them with your teacher or administration. Parent involvement is encouraged and needed to run a successful charter school. The Acknowledgement and Agreement sheet must be signed by parent and returned to the teacher.

American River Charter School is a non-profit, non-denominational, tax-exempt organization incorporated in the State of California. We do not discriminate on the basis of race, color, national and ethnic origin, sex income, marital status or sexual orientation in the administration of our educational policies, admissions or Board membership policies, financial programs and other school-administrated programs.

American River Charter Home School Program

Revised August 2014

Parent Handbook

Mission Statement:

American River Charter School (ARCS) will provide a rigorous, challenging, and adventurous education. Varied programs, responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful 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 and caring 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.

General Information:

As a public charter contracted with Black Oak Mine Unified School District, the Home School policies follow BOMUSD and statewide regulations regarding attendance, academic standards, and standardized testing. Our charter funding and renewal are based on adherence to these policies. For more information regarding these policies, see our charter petition available on our website at <http://arcs-ca.schoolloop.com>

What Can a Family Expect of the ARCS Home School program?

The school will:

- Provide the academic curriculum, resources, and materials through Instructional Funds and District resources.
- Ensure that every family is provided a State Credentialed Supervising Teacher (ST) that is able to work effectively with the parent-teacher and student.
- ST will work in partnership with the parent-teacher to provide assessment, curriculum guidance, enrichment ideas and feedback on student's work.
- Monitor / assess student learning; ST meets with parent-teacher and student no less than every twenty school days in coordination with monthly learning periods.
- Provide a personalized learning program / curriculum.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide a range of curricular activities.
- Provide needed support for students with an IEP /504 or English Language Learning.

Initial Meeting:

Your Supervising Teacher will be contacting you to set up an initial meeting. At this meeting, the student's Master Agreement will be developed outlining the student's personalized learning plan and

courses of study. Both the legally responsible adult and student must be present in order to sign and initiate the Master Agreement. Attendance for each student may not be claimed until the Master Agreement has been completed, signed, and dated. Attendance is directly related to the amount of time spent and the completion of the work.

At the initial meeting, the following will occur:

- Determine appropriate courses/classes.
- Review the courses of study defined for the specific classes taken.
- Determine how academic progress will be measured.
- Determine appropriate curriculum, resources, and school supplies.
- Discuss policies, procedures, and student/parent responsibilities.
- Schedule regular Learning Period meeting times and locations.
- Discuss academic goals for the year, ordering process, available vendors, and field trips.

Home School Program Design/Responsibilities:

- Parent/guardians understand that all curriculum selection purchased by state funding must relate to the students' course of study and will be documented in the ARCS student's records by the ST.
- Parent-teacher will prepare to share with the ST at every Learning Period the completed assignments and graded samples of the student's work. The ST will collect two to six graded samples from areas of growth (courses) found on the Master Agreement. Work samples are part of student portfolios, to be dated/ evaluated by the ST and filed at the ARCS office for the annual audit.
- Parents/guardians have the primary responsibilities for the students' education with supervision and direction by a credentialed supervising teacher called ST. Parents will provide a minimum of 80% of the students' instruction and assessment.

Determining Academic Curriculum and Classes:

The Supervising Teacher will work with the parent-teacher and student to determine what courses of study and elective classes best suit the student's needs.

K-8: Students study a minimum of six subject areas which are: Mathematics, English, Science, Social Studies, Physical Education (20 minutes K to 6th and 40 minutes 7th to 12th every day), and an Elective Class: Art, Music, Computers.

High School: Because regulations for High School credits are complicated and vary, parents need to work closely with Supervising Teachers to make sure they are planning well for their child's future.

- Students need to be enrolled in a minimum of four classes, which are 20 credits per semester.
- In order for a student to graduate in four years, they need to complete six classes per semester.
- As high school students may take courses at a community college; only two classes can be taken each semester while concurrently taking 4 ARCS high school classes or 20 credits at ARCS.
- Recommended number of credits per semester is 30 or 35 (more credits must be approved by administration or as needed for graduation).
- All courses must be taken in the recommended sequence. Math classes must be taught in a sequence that matches the District and State recommendations. Algebra I, Geometry, Algebra II. History is World History for 10th graders and US for 11th graders.
- Annually the four-year plan will be reviewed with student's ST, parent-teacher, and student to ensure the number of credits required for graduation and / or college entrance.

- High school student support services, i.e., career counseling, academic counseling, college preparatory guidance, and transcripts are available to all high school students. Ask for assistance through ST or school admin. Early enrollment in California Community Colleges is available to 11th and 12th graders with prior approval. See ARCS website for links to local Community Colleges. ARCS admin/or designee must sign paperwork for students to register in Community College classes.
- High school students are allowed to participate in any GSHS sports programs, clubs, and classes, with space availability and approved grade checks, within the Black Oak Mine Unified School District. Contact the ST if interested.
- High school students can apply to participate in the 49er R.O.P. or GSHS ROP programs. Check the GSHS website for a list of options. Work with the ST and the ARCS office if interested, (transcripts must be sent to ARCS to receive credit). These classes are not counted on ARCS Master Agreement.
- The multi-year high school plan will include: All required college entrance classes, career path class and elective classes. Students planning to attend a four year college need to participate in SAT testing independent of ARCS (recommended 11th grade year)and review early the requirements of each college they hope to attend. See more updated information on ARCS website.

Our goals are for your student to be college and career ready. Having said that, **ARCS is not WASC accredited and courses of study are not University of California approved. If you want your high school student to take WASC accredited classes, they must be taken concurrently at GSHS(2 per semester) or online with an accredited university. To receive credit, all online classes must be verified by college transcript or certificate. ARCS students will not graduate with approved a-g classes. If you want a-g classes with WASC accreditation, students should attend Golden Sierra and apply for BOMUSD Independent Study for non- a-g classes. If your student plans on attending a CSU or US College, he/she will need to attend a Community College like Sierra or Folsom Lake College first since we are not WASC accredited.**

Measure Student Outcomes and Growth Area Goals:

21st century skills to be college and career ready are our goals at ARCS. Our general goals are that all students will graduate with the knowledge, skills and attitude that will provide our graduating seniors to be successful when they leave our school. The skills are linked to one or more Common Core Standards which states that students will be college and career ready.

The Local Control Accountability Funding goals for ARCS in the 2014-15 school year are:

1. All students will learn the skills and content to make academic improvement in CCSS: Each student in the charter school is expected to be learning at their grade level and will be given the support to be college and career ready when they graduate. They will have access to a broad range of academic content, including art, music, drama, PE and career tech education.
2. Students will have access to state-of- the-art technology and have the 21st century skills to be college and career ready.
3. ARCS will engage all stakeholders to improve school climate and create a responsible, caring and safe environment.

This is in compliance with the terms, conditions, and requirements of EC 47605 and related statutes and as amended by the Charter School Act. See our Charter Petition and LCAP on the school's website for more details.

Curriculum and Educational Opportunities: State funding is provided to each enrolled student in order to provide for the education of the student in required academic and elective areas. Each parent-teacher needs to review the Common Core Standards and Framework for the grade level of his or her students. (www.cde.ca.gov)

Each family will work closely with their ST to determine the best use of student resources to achieve these goals. Students must have curriculum for all core subject courses (Language Arts, Mathematics, Science, and Social Studies) before funds are spent on elective courses or vendor classes. Students must be making academic progress in core subject areas as shown on school assessments, student work samples, and/or ST observations before funding for non-core classes will be approved.

It is recognized that the amount provided by ARCS for the education of each student may not adequately cover all costs of education and that parents may need to contribute funds for desired classes or to purchase school supplies and materials.

- Instructional Funds are allocated twice annually (August and January) to order educational supplies, curriculum, and to create service agreements.
- Instructional Funds, although allocated to each individual student when dispersed, may be used as a family account as needs are determined by the parent-teacher and ST.
- All materials purchased by the school for student use must have their use documented on the monthly assignment sheets for that student during that school year or returned unused to ARCS.
- Materials must be used to meet Common Core standards for the student for whom the materials are being purchased.
- All non-consumable curriculum and materials are the property of ARCS and are to be returned to the student's ST when the student is no longer using the materials at the end of semester or year or when the student leaves the program.
- **The parent assumes liability for the replacement and/or repair of lost or damaged items according to the depreciated value of the item. Technology Use Agreements must be signed by parents assuming responsibility for items valued over \$ 200. Student Use agreements must be signed by students using ARCS computers and or electronic devices.**
- **Lottery funds will be used to offset costs of a limited number of computers, science equipment, and musical instruments for short term check out. Please talk to your ST for more details. Several online subscriptions will be provided for families from lottery funds. This was a process developed by parents and staff and approved by our council in May 2013.**

Instructional Funds may be used for:

- Basic school supplies adequate for learning basic course skills (textbooks, workbooks, paper, pencils, books, etc.). Materials are required to be non-religious and are to align with Common Core Standards. ST's will assist in selecting necessary school supplies.
- **Core subject tutoring**
- Enough basic materials and equipment (not top-of-the-line) for learning basic new course skills as recorded on the student's personalized learning plan and courses of study. ST's will assist in determining the type and quantity of the items purchased.
- As of the 2013-14 school year, returning families can carry-over their instructional funds from one year to the next up to \$500 per student for specific planned purchases. (Work with the ST on this)
- Supplementary and/or Elective classes (e.g. music, art, physical education or educational field trips).

Ordering Process:

- During the first meeting of each semester, the parent/guardian/caregiver and their ST will determine the material and supply needs for that semester.
- Orders may be placed with vendors that are on the ARCS Approved Vendor List. Should materials be required from another vendor, the ST will assist in the setup of a new vendor.
- Parents complete and sign the academic planning sheet to request materials/elective classes. This is also the acknowledgement of reading and knowing the contents of this handbook.
- ST prepares a requisition and submits to ARCS office for processing, including tax and shipping. Orders typically take 2-3 weeks to be received.
- ST will send parent confirmation that order was placed and will inform parent when the order has arrived. Please do not call the office to ask if the order has arrived.

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Supplementary and Elective Classes

Supplementary and Elective Classes are parent-requested classes providing small group instruction, tutoring, driver's training, art and music, etc. The ARCS website has a list of approved vendors and the classes offered.

- Parent request use of instructional funds for student participation using the Requested Materials/Elective Class Form.
- Pre-approval is required before attending elective classes. If classes are started before the approval is made by the office, parents will be responsible for paying for the class.

- Parents who wish to utilize a vendor not on the Approved Vendor List may request a Vendor Packet from their ST or the ARCS office. Note: Beginning in the 2012-13 school year, all Supplementary and Elective Class vendors must submit a W-9 in addition to getting BOMUSD fingerprint clearance. Class vendors are chosen by parents/guardians not ST.
- New in 2013-14, ARCS home school program is offering a Hybrid support class for interested families offering more support for students in grades k-3. Students will meet on campus in Room 3 for up to 4 hours twice a week. Students will have morning bus transportation available and may choose to eat lunch at school before leaving. Check the ARCS website or ask your ST for the latest information.

Process for setting up a class:

1. Parent contacts the approved vendor for pricing, number of sessions, time and place of class and vendor email address.
2. Parent submits a Requested Materials/Elective Class Form to their ST with the vendor name, email address, phone number, cost per session, and number of sessions.
3. ST prepares a requisition and submits to ARCS office for processing.
4. ARCS office notifies the ST when a purchase order has been issued.
5. ST signs a Service Agreement Voucher and sends to the parent. Parent signs the Service Agreement Voucher and gives to the vendor.
6. **Note: The signed Service Agreement Voucher is the approval to begin attending classes. No Service Agreement Voucher means no payment for class.**

How to set up Field Trips

PARENT LED INDIVIDUAL FIELD TRIPS with ST help

All school funded field trips must occur during a school attendance day

- Parent will request information: date, time, cost of event.
- Parent will contact ST and request a requisition.(Plan at least one month in advance)
- ST will receive a check made payable to the vendor for the event from ARCS office and give it to the parent.

GROUP FIELD TRIPS LED BY SUPERVISING TEACHER

All school funded field trips must occur during a school attendance day and be supervised and organized by a credentialed teacher.

- To set up a school funded field trip, the parent chooses an approved vendor (i.e. Academy of Sciences) and notifies the ST of their interest/intent.
- The Supervising Teacher who is the field trip coordinator, contacts the vendor to confirm date, price, and the minimum or maximum needed to participate and e-mail address and FAX number.
- Field trip coordinator/ST establishes a deadline for parents to request a space for their child on the trip.

- Field trip coordinator/ST communicates via email to the other ST's the date, price, and field trip information, including field trip permission form, along with maximum space available, to allow all Home School students the option of participating.
- If family funds are available, the ST prepares a requisition and the field trip permission form, to be signed by the parent, which confirms instructional funds will be taken from the family's account. Each individual ST sends their families' permission forms to the field trip coordinator/ ST by the set deadline. The Field trip coordinator/ST will forward all requisitions and check request to ARCS office by set deadline. Once the field trip form is signed, the tickets are ordered and there is no cancellation or additions.
 - ARCS office processes the requisition as a PO (approx. 10 working days).
 - ARCS office will notify the ST's by email that the students have been approved to attend the field trip. The approval email will contain a PO number.
 - Parent/or guardian is responsible for transportation to the event.
 - Payments for parents and non-enrolled students payment is due to their ST by payment deadline for the field trip.

Communication:

Face to face: You may call your ST / ARCS office /Director to schedule a sit down meeting. Your needs are important to us, so feel free to contact your ST or visit the ARCS Office in Georgetown.

Telephone: Telephone calls are welcome, and someone will get back to you promptly. The ST's will provide their phone numbers/e-mail addresses to you at your initial meeting. The ARCS school office phone number is (530)333-8340. The ARCS staff/office strives to return calls on weekdays within 24 hours.

Calendar: You may request a *District calendar* from your ST or copy one from online at: www.bomusd.org. This calendar lists important dates for school holidays and events throughout the school year.

Online Communication: Our school website is: www.arcs-ca.schoolloop.com. It contains an annual ARCS calendar and monthly calendar of events, and other programs under the American River Charter School "umbrella." This website is updated regularly and has many downloadable forms , this handbook and information about upcoming events.

Truancy and Determination of Truancy:

To earn attendance, a student must attend scheduled meetings and demonstrate daily engagement in the assigned work during the learning period (LP). If a student does not log daily engagement for 80 percent of school days during a learning period, the student will be considered truant. Parents must initial the Attendance Log daily. Additionally, if the parent and/or the student miss the prescheduled monthly appointment, the student will be considered truant. The goal is 100% attendance.

Definition of Truancy: Students who fail to meet 80% of attendance or miss 4 out of 20 days in an assigned learning period will be considered truant. Failure to attend prescheduled monthly appointment is also considered truancy. Please review the School Attendance and Review (SARB) procedures on the Master Agreement.

Student Expectations:

- The Home School Program is an optional educational alternative that has been voluntarily selected, and a classroom option is available in Black Oak Mine Unified School District or the American River Charter School.
- Students with an individualized education program (IEP) must have the IEP specifically provide for enrollment in the Home School program.
- Students meet approximately every twenty days or once per school month minimally with the assigned ST, understanding that failure to complete two consecutive assignments without valid reason will result in an evaluation(SST meeting) to determine if the student should remain in Home School.
- Student must follow all the discipline code and behavior guidelines American River Charter School and BOMUSD. Any violation of these guidelines or failure to meet charter school and district requirements could result in dismissal from the Home School program. These guidelines and board policies can be found in the ARCS office.
- Visitation on any other school campus requires permission from that school. ARCS high school students must have an ARCS pass to be on GSHS campus.
- The normal course load is five or six different subjects per semester for elementary students and six to seven subjects per semester for high school students.
- Student will complete assigned work and achieve at least the minimum performance requirements of 70% proficiency on the courses of study. Student understands that failure to maintain 70% proficiency without valid reason will result in an evaluation at an Student Success Team meeting to determine if the student should remain in Home School. Student understands that credit, which is based on mastery of learning, can only be issued after student has successfully completed an activity and it has been evaluated. Student realizes that a minimum of 15 hours of work is needed for each unit of credit. Successful completion of a course is five (5) credits.

Parent/Guardian/Caregiver Expectations:

I agree to the above conditions listed under “Student Expectations.” I also understand that:

- Parents/guardians have the primary responsibilities for the students’ education and will provide a minimum of 80% of the students’ instruction and assessment.
- A Parent/Guardian/Caregiver with his/her student must be present at the first appointment with ST to sign the master agreement. Students must meet with an ST a minimum of every 20 school days or once a school attendance month and daily assignments must be completed, graded, and turned in on time. Appointments cannot be missed unless it is an emergency and then must be rescheduled within the same week.
- Student could be dropped or reported to SARB (Student Attendance Review Board) if he/she does not attend the monthly appointment.
- Student’s individual course objectives are consistent with approved courses of study or California State Common Core Standards.
- The Parent/ Guardian/Caregiver understands that ARCS students are expected to participate in all state testing; including CAASPP(Smarter Balanced), CAHSEE and Fitness testing.
- Parent/Guardian/Caregiver is liable for the cost of replacement or repair for lost, damaged or destroyed books and other school property checked out to student (not normal wear and tear). This payment will be made before the student leaves the program. The school reserves the right to withhold a diploma and/or transcript for a bill not paid.
- The parent can request a transfer in writing of their student to a different ST if he/she desire. The request for a ST transfer must be submitted to the Charter Director or Designee.

All requests for ST transfer will be reviewed and approved by the Charter Director. The Charter Director will notify the ST's involved of the decision. Parents have the right to appeal any decision about their student's placement, school program, or transfer according to the school district's procedures.

- The Parent /Guardian/Caregiver will daily evaluate all student work and share it with the ST at appointments.
- The Parent/ Guardian/Caregiver will provide to the ST required evaluated (graded) work samples for each Learning Period. ST must review all student's assignments.
- Parents will sign an agreement that they have read and acknowledge receipt of this handbook.

Assessment and Accountability Systems:

The ARCS Petition states, "In order to have a complete picture of a student's growth, different types of assessments must be used. Assessments should focus on a student's growth towards a proficiency standard rather than comparing a student's performance against other students." The staff at ARCS will assist parents in the Fall with assessments in Written Language, Math and Reading to help determine the appropriate materials and classes for each student.

In addition, each student in grade levels from kindergarten through twelfth has the opportunity to demonstrate what they have learned through tests that are administered by the State of California. This is one way to show the growth of a student's academic learning. By taking these tests, students learn how to take tests and parent-teachers can use the information from them to further target specific learning areas. Tests are administered by qualified staff, and our goal is to make them a positive experience for the students.

- State Testing Smarter Balanced (3-11th grade) - Administered in Spring (APRIL) and CELDT(K-12th grades)- All students whose primary language is not English
- STAR for Science in grades (5th, 8th, and 11th) Administered in Spring
- Physical Fitness Test (5th, 7th, & 9th grades) - Administered in Spring
- CAHSEE (10th to 12th grades) - Multiple test windows throughout the year- **Passing the Californian High School Exit is a requirement for graduation.**
-

California Smarter Balanced Testing Program is an important part of the state assessment system. By administering these tests every Spring, parents, teachers, schools, and the State of California can measure how well the students are achieving the California Common Core standards. In grades three through eleven, the Smarter Balanced tests target English-Language Arts and Mathematics. California is in transition with changing to Common Core Standards and Smarter Balanced testing. We will be aligning with the District and State testing process. Each Spring all public school children, to include students with disabilities and English learners, participate in the state testing programs.

Testing: All students **are expected to** participate in the state testing program. Every school district and school must have at least 95 percent of its students participate in statewide assessments in order to meet federal accountability requirements. Charter petitions can be revoked for not having 95% or more of students participating in testing.

Parent Support:

The Home School program has a volunteer parent committee. This committee consists of ST's and parents that meet approximately two times a year. This group give input into lottery spending and

discusses procedures and policies concerning the Home School Program. Parents are also asked to complete a Parent survey each spring to gain input on program satisfaction or improvement.

The Parent Representative to the ARCS Council is responsible for communicating needs or concerns from the Parent Group to the Council. Check the website for the Parent Representative name and contact information. Elections for council members occur in the Fall.

Parents are invited to participate in the Friends of ARCS, the fundraising and support organization which meets monthly at the school. See website for dates and times.

Special Education and 504

As a charter school authorized by the Black Oak Mine Unified School District (District), the American River Charter School operates as a public school of the District for all special education purposes. Accordingly, students eligible for special education who are enrolled in ARCS shall receive special education services in accordance with their Individualized Education Programs (IEP) and in the same manner as any other student enrolled in the District. The District, as the local education agency for special education purposes, offers special education instruction and related services that may be unavailable on the ARCS school site. Our Resource Specialist will be the case manager for all ARCS students with IEP's. Accordingly, an ARCS student requiring special education services may receive such services from the District at another site in the District or as otherwise arranged by the District in accordance with the student's IEP and the policies of the District and Special Education Local Plan Area (SELPA).

Special education placements and related services available on site at ARCS may include general education inclusion, a Resource Specialist program, speech and language therapy, other designated instructional services and differentiation. Other special education placements and services may be available off-site in the District or County as called for in a student's Individualized Education Program.

A Student Success Team (SST) meeting is held when either the teacher or parent feels more information or focus is needed beyond the normal parent teacher conference to help the student be successful in school. If you feel your child is in need of support like Speech and Language services or mental health needs please talk to your child's teacher and a SST meeting can be scheduled. The administrator is included and sometimes other specialists attend this problem solving meeting to create a successful plan for the student. Please contact Susan Whittington if you have any questions. s.whittington@bomusd.org

Please contact Susan Whittington at 333-8340 or 8300 for more information or if you have questions with any of these procedures. (Due Process)

Community Relations:

The Board of Trustees places trust in its employees and desires to support their actions in such manner that employees are freed from unwarranted, spiteful or negative criticism and complaints. In order to promote communication that is fair and constructive, the following procedures for resolving complaints are provided. Every effort should be made to resolve a complaint at the earliest possible stage.

1. Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parent-teachers are encouraged to attempt to orally resolve concerns with the staff member personally.
2. If the complaint is not resolved at the first stage level, the complainant may submit the complaint in writing to school director or the employee's immediate supervisor. The District will consider the complaint dropped if the complainant fails to put it in writing.
 - a. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter
 - b. The director or immediate supervisor is responsible for investigating complaints and will attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the director will also advise all concerned parties, including the Superintendent.

Copies of this regulation regarding the submission and handling of all such complaints shall be made freely available at the ARCS office according to AR 1312.1 (b).

Terminology:

The following is a list of commonly used terms at ARCS Home School Program:

ARCS	American River Charter School
CAASPP	California Assessment of Student Performance and Progress
CAHSEE	California High School Exit Exam
HSP	Home School Program
SST	Student Success Team
ST	Supervising Teacher. This person is a highly qualified credentialed teacher who works with parents as a partner, facilitating the student's educational plan.
IEP	Individualized Educational Plan
IF	Instructional Funds. The dollars allocated to each student to be used to carry out the student's educational plan for the school year. These funds, amounts and balance are maintained by ARCS. IF allocations are prorated on the date of enrollment.
LCAP	Local Control Accountability Plan. The new plan for managing and showing accountability for LCFF (Local Control Funding Formula)
LP	Learning Period. The period of instructional days for assignments to be completed.
MA	Master Agreement. This is the one semester agreement between ARCS HSP, the ST, the student, and the parent or guardian. The MA documents the courses of study and the time, manner and frequency of the monthly meetings. This document must be resubmitted each semester and must be updated any time there is a significant change.
NCLB	No Child Left Behind. The name of the bill that includes the federal laws regulating education.
Parents	Parents/Guardian/Caregiver
SARB	School Attendance Review Board
SARC	School Accountability Report Card. A report of the school's demographic and performance information posted to the school's website. SBAC Smarter Balanced Assessment Consortium

SELPA **Special Education Local Plan Area**

WASC **Western Association of Schools and Colleges. A committee of educators from within the state who evaluates and approves schools for accreditation based on the WASC's criterion. One of their purposes is to ensure educational "best practices."**



American River Charter
Site Program

P A R E N T H A N D B O O K
2014-2015

Director: Susan Whittington
Teacher- in- Charge Sally Dyck

ARCS Office:
6620 Wentworth Springs Road
Georgetown, CA 95634
Office hours: 7:30 – 3:30
Phone (530)333-8340
Fax (530)333-8346

www.arcs-ca.schoolloop.com

Revised August 2014

This Handbook is one of the primary communication tools designed to help you better understand your school. Please read it thoroughly. There are many changes this year. We hope that this handbook will answer any questions or concerns you may have about this branch of American River Charter. If you have questions or comments, please share them with your teacher or administration. Parent involvement is encouraged and needed to run a successful charter school. **The Acknowledgement and Agreement sheet at the end of the handbook must be signed by student and parent and returned to the teacher by Sept 5, 2014**

American River Charter School is a non-profit, non-denominational, tax-exempt organization incorporated in the State of California under the Black Oak Mine Unified School District. We do not discriminate on the basis of race, color, national and ethnic origin, sex income, marital status or sexual orientation in the administration of our educational policies, admissions or Board membership policies, financial programs and other school-administrated programs.

American River Charter School Handbook

Revised August 2014

Our Mission

American River Charter School will provide a rigorous, challenging, and adventurous education. Varied programs, responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful instruction and diligent, persistent student effort. The atmosphere will be joyful, trusting and respectful. Students will become skillful, curious, life-long learners who are, themselves, creative problem solvers and caring global citizens.

At the site program of the American River Charter we aim to inspire students to achieve high standards, create quality work, and embrace lifelong learning and service through project based learning and highly effective teaching practices. We support the District goals of offering a rigorous, relevant, responsive education with focus on building relationships and maintaining responsible behavior.

Our Values

At the American River Charter site program, we...

- **understand** that individuals learn best through purposeful experiences that provide opportunities to become active learners—taking responsibility for their own learning.
- **value** the use of the world existing beyond the classroom walls in order to teach compassion, service, discipline, and respect
- **believe** that we have a responsibility to provide stewardship of the Earth
- **focus** on development of individual character traits including Respect, Responsibility, Discipline, Courage, Compassion, Integrity, Courtesy, and Service
- **foster** a culture of reflection, critique, and revision
- **incorporate** project-based learning and the arts into purposeful and rigorous fieldwork
- **blend** a strong sense of community, supportive environments, and parent involvement

Our school wide Motto supports our Lifelong guidelines:

ARCS kids are Respectful, Caring and Safe.

At American River Charter School site based program, we practice Lifelong guidelines....

- **Trustworthiness:** To act in a manner that makes one worthy of trust and confidence
- **Truthfulness:** To act with personal responsibility and mental accountability
- **Active Listening:** To listen attentively and with the intention of understanding
- **No Put Downs:** To never use words, actions, and/or body language that degrade, humiliate, or dishonor others
- **Personal Best:** To do one's best given the circumstances and available resources

Dear Parents,

The American River Charter School warmly welcomes you and your child to our charter school. We look forward to working with you to make this a great year.

We have four objectives for every child who attends American River Charter and hope that you share them with us:

- that every student feels great about him or herself
- that every student loves school
- that every student receives the best possible education
- that every student accepts the responsibilities set forth in this handbook and in the classroom

We have three goals for every parent. They are:

- **that you understand and are supportive of your child's educational program**
- **that you feel free to contact the school if there is ever a question or concern**
- **that you volunteer your time in some way 2 to 3 hours per month**

This handbook is provided to inform you of our basic procedures. We hope you find it helpful.

General Information-NEW TIMES

School Hours

8:25 AM – 2:55 PM for Grades 2-8
8:25 AM – 2:00 PM for Kindergarten and Grade 1

Office Hours

7:30 AM – 3:30 PM

EVERY FRIDAY- EARLY RELEASE

8:25 AM – 2:00 PM all grades

Drop off/Pick up

Students **should not arrive at school** before 8:00 AM and students should be picked up promptly at 2:00(K-1) or 2:55 (2-8). Please drop off and pick up children in the parking lot near the front of the school. When getting out of your car, if your child is on the passenger side, please have him/her go in front of your car so that you can see them the entire time.

Afternoon bus pick up is at the back of the school by the District Office and students will be escorted to the area by a staff member. **At no time should parents park or try to pick up their child in the bus or parking area by the District Office.** This is a safety issue!

Parking

Parking is very limited. Please be patient with one another when arriving and departing, and please park in designated parking spaces in the front lot when visiting. Handicapped parking is available. Overflow parking is past the District Office by the ball field. **Do not park behind the District Office or along Fain Lane or Wentworth Springs Road at any time.**

Absences

Please call the office (even if you have notified the teacher) whenever your child is going to be absent or the following day of the absence. Sending a note is also a good idea.

For illnesses of three or more days in a row, a doctor's note is required.

For planned absences of three or more days:

Regular attendance is critical to a pupil's performance and progress at school, and every effort should be made to see that your children are in school unless they are ill. Also, the school district receives income from the State based in part on the number of days a child attends school.

Students planning to be absent for reasons other than illness for 3 days or more, may request a (short term) Independent Study Contract before the absence. Independent Study request forms are available in the school office. Your child's teacher will review the request and if approved, will prepare the contract along with the Independent Study work to be completed and returned at the end of the contract period.

Teachers appreciate **AT LEAST ONE WEEK'S** notice to prepare the student's work. Upon returning to school, the student submits the **COMPLETED WORK packet along with the signed assignment sheet and work calendar** to the teacher. If the work is not turned in when the student returns, the absence becomes unexcused and ADA funding is not received by the school.

We are required to report excessive absences to the School Attendance Review Board. A student must be at school for thirty minutes in order to be counted for attendance that day. **Students who are sick and may be contagious should not come to school, even for the thirty minutes.**

Late to School

School starts at 8:25 AM and students will be marked **Tardy** if they arrive after 8:40 am. Late students need to check in at the office before going to class to receive a late to school slip. Chronic tardiness or absences will be referred to the El Dorado County School Attendance Review Board (SARB). Students who come in after 9:00 will be marked as **Late**.

Breakfast and Hot Lunch Procedures and Prices

Hot lunch is prepared for us at the Georgetown School and transported over to ARCS. This takes time, so it is important that students who are buying lunch get counted early in the morning. This is also true for those parents and visitors. **Please contact the office early (by 8:45) so that enough food will be provided.** Breakfast will be a "grab-and-go" style and is served from 8:00-8:25. Students should arrive by 8:15 if they want to eat breakfast at school.

NEW PRICES

Reduced Breakfast .30 cents Reduced Lunch 0.40 cents K-8

Paid Breakfast \$ 1.50 Paid Lunch \$2.75 K-6

Paid Breakfast \$1.75 Paid Lunch \$3.00 7-8

Lunches and Breakfasts must be paid for in advance. Paying for lunch and/or breakfast in larger amounts, like \$13.75 for the week for lunch or \$30.00 for couple weeks is helpful and saves time.

For the best deal- Buy 10 get 1 lunch free. Make all checks payable to BOMUSD.

ATTENTION- Do-Not-Bring-To-School List

The following objects are illegal to possess on any school campus in the state of California:

- Firearms, knives of any kind, stun guns, pretend guns or anything that can be used as a dangerous weapon
- Alcohol, tobacco, E-cigarettes or drugs of any kind or anything posing as a drug. (unless with doctor's prescription)
- Matches, lighters, firecrackers, or other explosives

Also not to be brought to school by students:

- Chewing gum
- Toys, radios, CD players, electronic games, or trading cards.
- Other disruptive, illegal, or dangerous objects

BYOD

“Bring your own device” is a concept we will be practicing this year with the fifth-eighth grade classes. Teachers will send home more information about how and when electronic devices will be allowed in their classes.

Also parents must sign an electronic use permission form for all K-8th graders to participate in using the school computers or any electronic device at school.

- All cell phones must be turned off and kept in backpacks while in classrooms. They may not be visible during instructional time unless authorized by the teacher for instruction..
- Students are responsible for their own phones. If a phone is lent to another student, the owner of the phone is still responsible for the use of that phone and therefore the consequences of its use.
- Parents are asked to contact their children through the school office not text them during the day. Staff will then pass on the message.
- Students using a phone to listen or record in a classroom must first obtain prior consent from both the teacher and the site principal (Ed. Code 51512).
- This policy applies to any electronic device brought on campus including, but not limited to: Cell phones, I-pods, mp3's, digital cameras, I-pads, Kindles etc.
- The following are inappropriate uses of electronic signaling devices: harassment, threats, photography, videography, intimidation, electronic forgery, cyber bullying/cyber threats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non- instructional day. Students are not to use material or text message to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts.

Dress Code

Charter students should wear clothing that is comfortable, clean, and appropriate.

- Shoes must be worn at all times. NO open-toed shoes and flip-flops, they are too dangerous for this campus with its many trips to the Nature Area, the field, and the basketball court. **Please wear shoes that allow full participation in physical activities.**
- Clothing, jewelry, and accessories or tattoos with logos or words that promote alcohol, drugs, gangs, violence, bigotry, or sexual connotations are not permitted.
- Clothing that exposes the stomach, back, cleavage, or underwear is not appropriate. Tank tops need straps at least one inch wide. Shorts and skirts must be of modest length. Students will be asked to wear a shirt provided by the school or call home for different clothes to be brought.
- Articles of clothing, jewelry, and accessories cannot pose a threat to the physical well-being or safety of the student or others. This would include hoops and rings in body-piercings.
- Hats and hoods may be worn for sun or cold protection and each class will decide the rule for indoor use.
- Underclothing (boxers, bras, etc.) shall not be worn as street clothing (outerwear) or displayed.

If a student comes to school dressed inappropriately, or with a new “style” that proves disruptive, parents will be called to bring appropriate clothing or take the student home to change.

Volunteers

The best recipe for your school success is one part good student, one part good teacher, and one part supportive parent. We not only welcome volunteers from our families and our communities, we thrive on the addition of your talents, your time and your resourcefulness. We ask that each family agree to an average of two to three hours a month as a school volunteer. Volunteer jobs vary widely and will be made at times convenient for your schedules during school or after hours.

Please check into the office to fill out a Volunteer Form before visiting or working in a classroom. Please talk to your child’s teacher more about volunteering and how you can help in other ways. Please check in at the office and pick up an “ARCS Volunteer” tag before entering the classrooms.

We also have an American River Charter Council, much like a School Site Council, to help focus our funding to support all children and identify school-wide learning targets and critical questions through a Single Plan for Students Achievement. We invite parents to attend these regularly scheduled meetings.

Our parent led Friends of American River Charter (FARCS) meets monthly to help raise funds for the school. Please check the school calendar to note the dates for morning Coffee Socials and evening Business meetings. This group also helps put on social events like Winter Fest and fundraisers like Book Fairs, or used book, clothing and toy sales.

Visitors

Visitors are welcome at American River Charter School if they have legitimate business at school. **Parents, guests, and visitors must register at the office and receive a badge.** Parents are always welcome.

Snow Days

Occasionally the weather is questionable on the Georgetown Divide. If the weather causes us to close school parents will be notified by Parent Link phone call or email or you may find out on KCRA, KQCA TV.

Change of Address or Transfer

Please inform the office staff and your classroom teacher if you have a change of address or phone number. This is very important so that the school can notify parents of school activities and/or emergencies. Also, please notify the teacher and the office as soon as possible if you are moving and will not be attending American River Charter School any longer.

Early Dismissal and Bus Changes

If your child is to leave early, please have him/her present a note to the teacher during the morning in the classroom. Please include the time of departure. In addition, you will need to sign your child out at the office. **If your child will be riding a different bus or getting off at a different bus stop a note from the parents is also required to give to the bus driver or he/she will not be allowed to get off at a different stop.**

Medication and at School Immunizations

Any pupil who is required to take medication prescribed for him/her by a physician during a regular school day must take the medication in the office under the supervision of school personnel. The school district must receive: 1) a written statement from the physician detailing the method, amount, and time schedules by which such medication is to be taken; and 2) a written statement from the parent or guardian of the pupil indicating they desire that the school district assist the pupil in the matters set forth in the physician’s statement, and with instructions to school officials concerning the medication indicated in the physician’s statement. (Education Code, Section 11753.1) If you have any questions regarding this procedure, please call the school office. Over-the-

counter medication may be given to students only when parents bring the medication to the office and sign permission (medication must be appropriate children's dosage and in original container). We have a special form for you to use that can be obtained in the office. The school staff will not administer aspirin unless it is specifically ordered by medical professional due to potential extremely detrimental side effects of aspirin.

Medication shall be brought to school by the parent or guardian. No medication, prescription or non-prescription) shall be transported by a student or be in the student's possession while at school.

The only exceptions are students with health care plans on file, signed by their physician and parent, may transport and self-administer inhalers and EpiPens.

Schools are required to verify each child's immunization record to make sure all shots and boosters are complete before entry to kindergarten and 7th grade. There is also an Oral Health Exam requirement for Kindergarten. Please contact the Public Health Clinic, your child's doctor, or the Wellness Center to find out more about immunizations for children. ***Please bring all shot records to the school office; we must have the shot records or the signed waiver on file to enroll your child.*** New laws went into effect January 2014 that required a medical person to sign off for the personal waiver for immunizations. You may pick up this new form in the school office if needed.

Communication

Face to face: You may call your teachers, the ARCS office or Director to schedule a sit down meeting in the form of a parent conference, appointment or Student Success Team. Your needs and your children's needs are important to us, so feel free to contact us or visit the ARCS Office in Georgetown. If you have a question, suggestion or problem that relates to the classroom, please start with communicating with the classroom teacher. We prefer parents talking to their child's teachers about all issues, academic or behaviorally first. If you need help or do not feel you are being listened to, then it is appropriate to contact the teacher-in-charge to ask her to join the conversation.

Telephone: Telephone calls to the school are welcome, and teachers or office staff will get back to you promptly. The teachers will provide their contact information at back-to-school night or their emails are on our website. The ARCS school office phone number is (530)333-8340. The Director can be reached at swhittington@bomusd.org. Students will not be accepting phone calls or text messages during school unless it is a part of a directed lesson. After school arrangements with friends need to be made before leaving for school in the morning. If you find you really need to contact your child, the office staff will certainly make every effort to help. Before and after school is the best time to reach our teachers, but because we are all part of the teaching/learning experience, we understand some exceptions will be necessary. Talk to your child's teacher to see how they are best reached, before or after school, and by phone, text or email.

Calendar: The *District calendar* is available online at: www.bomusd.org and on the ARCS website. This calendar lists important dates for school holidays and school vacations throughout the school year. The American River Charter Calendar of Events is available on our website and will be distributed at the beginning of the year or upon request from the office.

Newsletters:

ARCS Newsletters will be published every other month throughout the school year. These will be our primary source to communicate school-wide information regarding Health information or updates, school-wide policies, updates to our calendar, etc.

Classroom Newsletters will be published by the teachers weekly to communicate: class field trips, homework assignments, special class events or demonstrations of learning.

Online Communication: Our school website is: www.arcs-ca.schoolloop.com. It contains an annual ARCS calendar and monthly calendar of events, monthly menu, our School Accountability Report Card, ARCS By-laws,

ARCS Petition and information about all programs and enrollment guidelines under the American River Charter School “umbrella.” **Our website will be your “GO TO” for the latest information or events. Check it often!**

Field trip Guidelines

Field studies are a huge part of our school’s mission, and will go on many field trips together. It is necessary to have powerful leadership and elaborate organization. Each participant must do his/her share. Even so, fieldwork trips are a privilege, not a right. Therefore, we need a strong commitment for success. **Positive behavior is a requirement for participation in ARCS fieldwork up to, and including, the day of departure.** While on a field trip, students are representing our school and school rules and dress codes apply. Students who exhibit inappropriate behavior will be sent home. Parents will ultimately be responsible for transportation home from a fieldwork location.

Because we are located near Georgetown and adjacent to the Georgetown Nature Area, we often take walking field trips to the GT Library or into the Nature Area as part of our curricular studies. A walking field trip permission form will be requested for your signature the first week of school or upon enrollment. Please make sure your child has one on file.

Most trips will be in private vehicles. **We will need the District’s Auto Usage Form and DMV printout to be completed and on file at least two weeks before a trip in order to use a family vehicle.** This document confirms the driver is insured, has a clean driving record and must be kept up-to-date. These need to be in early so that they can be reviewed and approved by the administration of the school. We will keep the forms for subsequent trips during the year and will need updating when the insurance policy dates expire or other changes occur. It is recommended that parents who frequently volunteer or drive on field trip be fingerprinted. **Fingerprinting and a TB clearance is required for parents supervising overnight field trips or volunteering regularly at school.** Due to current legislation, all students under 4’9’ or under 8 years of age must use a booster or car seat when transported on school field trips.

Educational Goals

The broad goals of American River Charter School are to graduate complex thinkers, effective communicators, physically competent and confident youngsters, self-directed learners, caring and effective global citizens who are able to work independently and collaboratively. When a stranger meets one of our students, he should be struck by the strength of character and skill the student was carrying naturally.

We will be using the academic frameworks and Common Core standards provided by the State to incorporate our Local Control Accountability Plan (LCAP) goals to help us integrate the curriculum at ARCS. Whenever possible, we will design interesting thematic projects that weave multiple subjects together and that challenge students to apply and demonstrate their learning. Basic curricular areas include, but are not limited to: reading, written expression, mathematics, social studies, science, physical education and fine arts.

Our Local Control Accountability Funding goals for ARCS in the 2014-15 school year are:

- 1. All students will learn the skills and content necessary to make academic improvement in Common Core State Standards: Each student in the charter school is expected to be learning at their grade level and will be given the support to be college and career ready when they graduate. They will have access to a broad range of academic content, including art, music, drama, PE and career tech education.**
- 2. Students will have access to state-of-the-art technology and have the 21st century skills to be college and career ready.**
- 3. ARCS will engage all stakeholders to improve school climate and create a respectful, caring and safe environment.**

Curriculum

Language Arts

In grades K-1, Students enjoy an emersion in whole language. They are learning new vocabulary focused on the current theme or unit of study. They read about real people or informational texts. They write about the stories they read, and they write about the places they visit. The teacher uses guided reading and phonetics to teach sounds symbol relationships. Students use leveled readers and phonics to practice and reinforce skill in finding key ideas and details in the stories they read. They will learn to describe characters, settings, and major events in a story or poem. The teacher reads aloud a variety of genre; like fantasy, realistic fiction, storybooks, poems and informational books thus exposing students to a wide variety of Literature. By second grade, students will describe beginning, middle and ending to stories and write and share research on a variety of topics. They also will write opinion pieces and informative paragraphs on a single topic and narratives.

In Grade 2, students are engaged in a vast variety of language and literature experiences.

Whole group, one-one, partner, and independent reading combined with the question- answer- review model for improving students reading comprehension is the backbone of the second grade reading program. Assessment, advanced phonetic instruction, and word activities along with drama, and art help students achieve reading goals.

A wide variety of genres are covered in second grade literature including; novels, short stories, poems, fairytales, folktales and fables all from a great variety of authors and cultures.

Students will read to learn, compare and contrast, infer, and understand the purpose of various kinds of texts. Vocabulary development is a main common core component that will be studied in literature, and integrated across all second grade curriculum areas including the use of technology in the classroom.

In Second grade writing, students will create fun graphic organizers to plan their writing ideas. Grammar, spelling and punctuation are built into the writing program. Paragraph writing, which includes topic sentences, transitional words and concluding statements, is at the heart of the second grade writing experience. Students will write, edit, revise and publish narrative, expository, opinion, and poetry writing pieces throughout the school year.

In Grades 3-4 Our Language Arts focus this year will be on reading and writing Informational text. Building academic language skills and strong knowledge in content areas is a key component of the Language Arts program this year. Students will focus on comprehension and critique as they read texts from a variety of subject areas including science, social studies/history, literature and current events. They will develop higher level thinking skills through questioning and exploring texts in depth. We will develop technology skills by doing research projects on the computer and practicing our typing skills. Students will write to respond to varying tasks that invite them to consider their audience, purpose and subject area. All students will be working toward the goal of writing multiple paragraph informational, opinion and narrative pieces. Finally, listening and speaking skills will be developed as students prepare for and engage in thoughtful discussions related to topics that we are reading about and studying. Oral presentations will also demonstrate student's mastery of topics studied and serve to enhance the learning of the class.

In Grades 5-8, Students enjoy weekly Literature reading as well as informational text reading. Students will read to determine theme, main ideas (supported by evidence in text), arguments, and perspectives of text. Students will write daily using a variety of genre prompts. Student's will participate in Writer's Workshop and will write in a variety of genres including: informational, opinion, narrative and poetry. Students will write multi-paragraph texts with focus on purpose and audience. They will use the writing process to develop their writing using planning, revising, editing and rewriting for conventions and content.

Students will have a weekly Spelling/Vocabulary lists. The weekly Spelling/Vocabulary will focus on spelling patterns and both Greek and Latin word roots. Students will have daily grammar and conventions practice. Strategies for improving reading skills include: close reading, partner reading, differentiating using depth and complexity activities. Language arts will tie heavily into both our Science and History curriculum. Students will be asked to write essays and reports, comparing and contrasting characters and events to meet the new common core curriculum writing standards through those subjects.

All grades will learn to use grade appropriate rubrics to assess writing using the writing process for editing, revising and publishing student work. We participate in the District Writing Assessment to help direct our teaching and communicated the students' progress to the parents. This is in line with the new Common Core Standards.

Math

Common Core Math State Standards require greater focus by teachers and deeper knowledge by students than many previous state standards. Students will need to accurately calculate equations, understand concepts not just memorize answers, and accurately select the best mathematical concept or equation to solve real-world problems, while demonstrating why the method or equation they selected is accurate.

In Kindergarten: Students work on a basic understanding of number sense and measurement concepts. This includes, counting to 100 and writing numbers 0 to 20, counting by 1's and 10's. Students learn to sort, collect, and graph data, work on problem solving and calendar. Beginning time and money concepts are introduced. They learn to identify and describe shapes, analyze, compare, create, and compose shapes. Movement is used to help reinforce the math concepts in small and large group instruction

In Grade 1: Students learn to read and write to 120. They use basic addition and subtraction within 100, using one-digit or two-digit numbers to solve equations and word problems. They develop an understanding of the place value of hundreds, tens and ones. Other skills include: learning to tell and write time to the hour and half hour.

In Grade 2: math is correlated to the common core state standards. Skills are taught in depth for fluency and mastery with an emphasis on logical thinking and problem solving. Students are taught in a concrete to visual to abstract progression.

Key concepts are: number sense, place value, regrouping in addition and subtraction, multiplication and division. Students learn time to the nearest 5 minutes. They solve elapsed time problems with an understanding of time relationships. (Minutes-hours/weeks-years) Money concepts include counting, comparing, and solving word problems using combinations of dollar bills and coins.

Students use measurement, estimation, and data to create graphs, and solve word problems.

In geometry, students identify, draw, and measure shapes while learning shape attributes. They manipulate shapes to understand equal shares, multiplication and division concepts.

Our students explore second grade math with kinesthetic, hands-on-learning through partner games, small group instruction, and whole group lessons and activities.

Math: This year in Math, we will be focusing on mastering math facts to support students as they pursue a deeper understanding of math concepts. Our new math program, Math in Focus by Marshall Cavendish is based on Common Core Standards and provides a solid foundation. Both 3rd and 4th grade curriculum will emphasize problem solving, skill consolidation and deep understanding of concepts that will prepare them for algebra. We will take every opportunity to solve real-world problems to develop our math skills. Additionally, we will use a wide variety of math manipulatives to enable students to grasp concepts and further their understanding.

In Grades 5-8: The new standards make sure students are learning and absorbing the critical information they need to succeed at higher levels. For example, a previous state standard math question might require one calculation using a formula. Now with Common Core the math question will require a series of calculations and reasoning, in addition to measuring if students understand why the formula works. We will be using hands-on materials, real life scenarios, group problem solving, and project-based learning to achieve this higher learning this year in math.

In Grade 5: Instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6: Instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7: Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8: Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

In all grades eight specific Mathematical Practices from the Common Core will be focused on:

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated patterns.

Student Responsibilities and Behaviors

Our school motto for behaviors:

ARCS students are

R- Respectful

C-Caring

S-Safe

By signing the response slip attached to this handbook, students and families agree that:

- Students will help school be safe by promising to follow common sense safety rules
- Students all have a right to learn and no one will interfere with another's right
- Students will show courtesy to each other and with adults at all times
- Students will be considerate of themselves (like doing their work), of others, and of all property
- Students will not get physical with others whether in horseplay or in anger
- Students are to stay within the school boundaries before school, during breaks, and at lunch
- Students will not buy, sell or trade items or food on campus or during a school day or on the bus
- Students will place trash in the garbage can and try to recycle what they can
- Students will be on time and ready with materials at the start of class
- Students will learn and use acceptable methods for solving problems or conflicts that may arise at school

NEW INFORMATION Please Read

Students who fail to follow these responsibilities and behaviors (or the spirit and intention of them) may be placed on a behavior contract or plan following our Positive Behavior Interventions and Supports (PBIS) system. Students who are placed on a behavior contract or plans must adhere to the terms of the contract and work toward improvement. Our goal is compliance using Love and Logic and Positive Behavior Intervention Strategies! Our PBIS strategies are focused on positive rewards to address challenging behaviors. The interventions are data driven and researched based. We will use a tiered approach with multiple levels of supports. Parents are invited to get involved in the decision making of this school- wide system. We encourage family and community collaboration.

Discipline Procedures

American River Charter School believes that discipline is essential to learn and we intend to teach each child the skills to achieve safety, conflict resolution, and camaraderie. If a student is struggling with self-discipline and their behavior is disruptive or nonproductive at school, our staff has agreed on the following steps that may be taken as judged appropriate depending on the student's age, circumstance, severity and frequency of the behavior. These consequences could be used to help the students gain control of themselves or learn to make better choices in the future. Sometimes this is confidential or private information. The parent or other students might not always see the consequences, but there will be something done about inappropriate behavior.

- The student might receive a verbal warning or be asked to go to a recovery area.

- The student might have to develop a plan or contract with consequence of missing recess or writing a plan to solve the problem. The person, who owns the problem, must solve the problem. The plans might be sent home for parent or guardian's signature or the parent/guardian might be notified by phone call or talked to him or her in person.(Tier 1)
- Students will receive an orange behavior referral that states the minor or major offence with the consequences recommended. The plans will be sent home for parent or guardian's signature or the parent/guardian might be notified by phone call or talked to him or her in person. Referral will be recorded in student's discipline file.(Tier 2)
- Student, parent and administrator might have a conference or a Student Success Team (SST) meeting held to create a behavior contract or behavior plan. SST meetings are also held for academic reasons.
- The student may need to be sent home for the day or asked to spend time out of class or be referred for counseling.
- Student may be suspended for 1-5 days.
- Student may be dismissed from the site program at American River Charter School if their behavior does not show improvement or they do not show commitment to improve. (Tier 3)

Students are expected to follow all school rules if they are on campus after school or on the bus. **There are specific BUS Behavior Rules that all students must agree to if riding the bus.** These are sent home in the beginning of year school packet. Inappropriate behaviors while waiting for the bus may prevent students from waiting in that area.

Homework

Students in all grades may have 20 minutes (in early primary) to 90 minutes (in grades 6-8) of homework each night according to classroom guidelines and expectations.

Homework will comprise of:

- Individual Math assignments
- Reading
- Class work not completed
- Project work

Students should spend regular time, preferably daily on spelling words, math facts, reading, and reviewing notes or class work done that day. To help develop strong study habits students need a quiet, well-lit place, a specific time set aside each day for homework and maybe some resources (computer, dictionary, thesaurus, ruler, etc.)

Parents, please help by checking class work and/or homework daily. Also, please communicate how home study is going in your house so we can be a powerful team for your child. When your child is absent, please communicate about the work missed and the time frame for making it up. Students in grades 3-8 will be learning to type this year and practice at home will be helpful.

Service Learning

At each learning level at American River Charter School there might be service projects that will be connected to learning expeditions. These are vehicles for using the critical academic skills and abilities children are gaining. We hope to foster high-impact service relationships through sustained attempts to address authentic community needs. We will give purpose to learning/school work service creates solidarity and empowerment.

Parent Involvement/Input

We ask for volunteers from each family each month in order to achieve the high standards and levels of service in our projects. These integrated projects allow new community/school relationships to flourish and learning to be more powerful. Through the classroom teacher, we ask that you arrange an average of two to three hours per month. Ideas include: gardening/landscaping projects, driving on field trips, helping supervise during lunch and

recess, bringing art supplies or helping cook with a class, making phone calls for teachers, or prepping for art projects, etc.

We also have a support parent group, much like a Home and School Club to help focus our funding to support all children and identify school-wide learning targets. The **Friends of American River Charter** are looking for parents to be involved. (See more information in the section on Volunteers)

We will seek all families' opinions at all-school meetings or through surveys. Please take these seriously and participate fully. We want and expect each child's parents/guardians at all conferences, performances and demonstrations of student learning.

Special Education and 504

As a charter school authorized by the Black Oak Mine Unified School District (District), the American River Charter School operates as a public school of the District for all special education purposes. Accordingly, students eligible for special education who are enrolled in ARCS shall receive special education services in accordance with their Individualized Education Programs (IEP) and in the same manner as any other student enrolled in the District. The District, as the local education agency for special education purposes, offers special education instruction and related services that may be unavailable on the ARCS school site. Our Resource Specialist will be the case manager for all ARCS students with IEP's. Accordingly, an ARCS student requiring special education services may receive such services from the District at another site in the District or as otherwise arranged by the District in accordance with the student's IEP and the policies of the District and Special Education Local Plan Area (SELPA).

Special education placements and related services available on site at ARCS may include general education inclusion, a push in or pull out Resource Specialist program, Speech and Language therapy, other designated instructional services and differentiation. Other special education placements and services may be available off-site in the District or County as called for in a student's Individualized Education Program.

A Student Success Team (SST) meeting is held when either the teacher or parent feels more information or focus is needed beyond the normal parent teacher conference to help the student be successful in school. If you feel your child is in need of support like Speech and Language services or mental health needs please talk to your child's teacher and a SST meeting can be scheduled. The administrator is included and sometimes other specialists attend this problem solving meeting to create a successful plan for the student.

Please contact Susan Whittington at 333-8340 or email at swhittington@bomusd.org for more information or if you want to discuss any of these procedures. (Due Process)

American River Charter School Handbook Agreement 2014-15

Student's Name _____ Grade _____

Date _____ Teacher _____

Please make sure you have read and discussed this handbook and can commit to these agreements as a family. Then, please sign and return these pages to your student's teacher.

Student Responsibilities and Behavior Expectations

By signing the response slip students and families agree that:

- Students will help school be safe by promising to follow common sense safety rules
- Students all have a right to learn and no one will interfere with another's right
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- Students will place trash in the garbage can and try to recycle what they can
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- The student might receive a verbal warning or be asked to go to a recovery area.
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- Student may be suspended for 1-5 days.
- Student may be dismissed from the site program at American River Charter School if their behavior does not show improvement or they do not show commitment to improve.
(Tier 3)

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Parent Expectations

As a parent of an American River Charter School student, I agree and commit to the contents of the school handbook.

- I will volunteer in the school 2-3 hours per month per family. This involvement might be in the form of working in the classroom, helping with fundraising or donating to fundraising events, driving on field trips, serving as room parent, making phone calls for the teacher, doing non- confidential paperwork at home, or helping with social events or performances, etc.
- I will support the school and the classroom teachers by following up with my child's behaviors or issues that interferes with other ARCS students having the best learning environment possible.

**American River Charter School Handbook Agreement 2014-15
Signature Page**

Parents are expected to read the entire Student/Parent School Handbook and refer to it as you or your child have questions.

Please print name, then sign below- Keep the first two pages at home to refer to as needed and return this one page to your child 's teacher by Sept 5.

Please print names here:

I, _____, the parent/guardian have read, and fully understand and agree with, the commitments outlined in the ARC school handbook. This includes student and parent responsibilities some of which need to be arranged with the student's teacher.

I, _____, student have read and agree to the learning and positive behavior principles and procedures in the ARC school handbook.

Student's Signature _____

Parent or Guardian's

Signature _____

Date _____ Teacher _____

APPENDIX D

COMPREHENSIVE SCHOOL SAFETY PLAN

**American River Charter School
School Safety Plan**

**Susan Whittington Director
Sally Dyck Teacher in Charge
6620 Wentworth Springs Road
Georgetown, CA 95634
2014 – 15**

American River Charter School
COMPREHENSIVE SCHOOL SAFETY PLAN
2014 – 15

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Safe Schools Committee 2014 – 15 Membership

Susan Whittington
Sally Dyck
Margaret Bueghly
Jessie Anderson
Diane Bevis
Laura Moneypenny
Andrea Celio

Director/Administrator
Teacher in Charge
Parent/Community Member/Staff
Friends of ARCS /Parent
Teacher
Office Staff
District Nurse

Signatures of members

Date

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School Mission

American River Charter School will provide a rigorous, challenging, and adventurous education. Varied programs, responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful instruction and diligent, persistent student effort. The atmosphere will be respectful, caring, and safe. Students will become skillful, curious, life-long learners, creative problem solvers and caring global citizens.

American River Charter School will help students:

- Identify and achieve concrete goals that build self-confidence
- Learn how to think and how to apply thinking to real situations
- Learn how to build better interpersonal relationships
- Learn how to access resources in achieving life goals
- Promote education as a team effort of school staff, students, and parents
- Instill an appreciation for life-long learning
- Instill citizenship and responsibility in all students
- Provide opportunities for career exploration
- Support cultural diversity

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component 1 – ENSURING A SAFE ENVIRONMENT AND INVOLVED PARENTS

Goal #1- Increase the percentage of students feeling safe and involved in ARCS and parents feeling connected to the school.

Objectives:

1. Give the students and parents the opportunity to develop a strong sense of community, have a supportive environment, and as parents, be involved in their child's education
2. Improve attendance, behavior and learning for all students.
3. Provide opportunities for students to take pride in their accomplishments.
4. Have school wide events to connect families to school and their school community.

Who will take the lead:

- Teachers
- Parents
- Students
- Support Staff

Resources needed:

- Arrange time to meet and review goals and parent handbook
- Materials or resources to remind – newsletters, website, news

How we will monitor and evaluate:

- Student feedback- ongoing
- Staff feedback-ongoing
- Parent Survey- April of each year

Component 2 – ENSURING A POSITIVE/SAFE LEARNING ENVIRONMENT

Goal #1- Create a set of school-wide agreements to support the school mission statement.

Student Responsibilities and Behaviors

By signing the response slip students and families agree that:

- Students will help school be safe by promising to follow common sense safety rules
- Students all have a right to learn and no one will interfere with another's right
- Students will show courtesy to each other and with adults at all times
- Students will be considerate of themselves (doing their work), of others, and of all property
- Students will not get physical with others whether in horseplay or in anger
- Students are to stay within the school boundaries before school, during breaks, and at lunch
- Students will not buy, sell or trade items on campus or during a school day
- Students will place trash in the garbage can and try to recycle what they can
- Students will be on time and ready with materials at the start of class
- Students will end recess immediately when the whistle or call comes
- Students will learn and use acceptable methods for solving problems or conflicts that may arise at school

Objectives:

1. To help students feel safe from harassment and bullying.
2. To help all students have a successful learning environment.
3. To empower students/parents by letting them contribute to the school.

Who will take the lead?

- Teachers
- Parents
- Students
- Support Staff

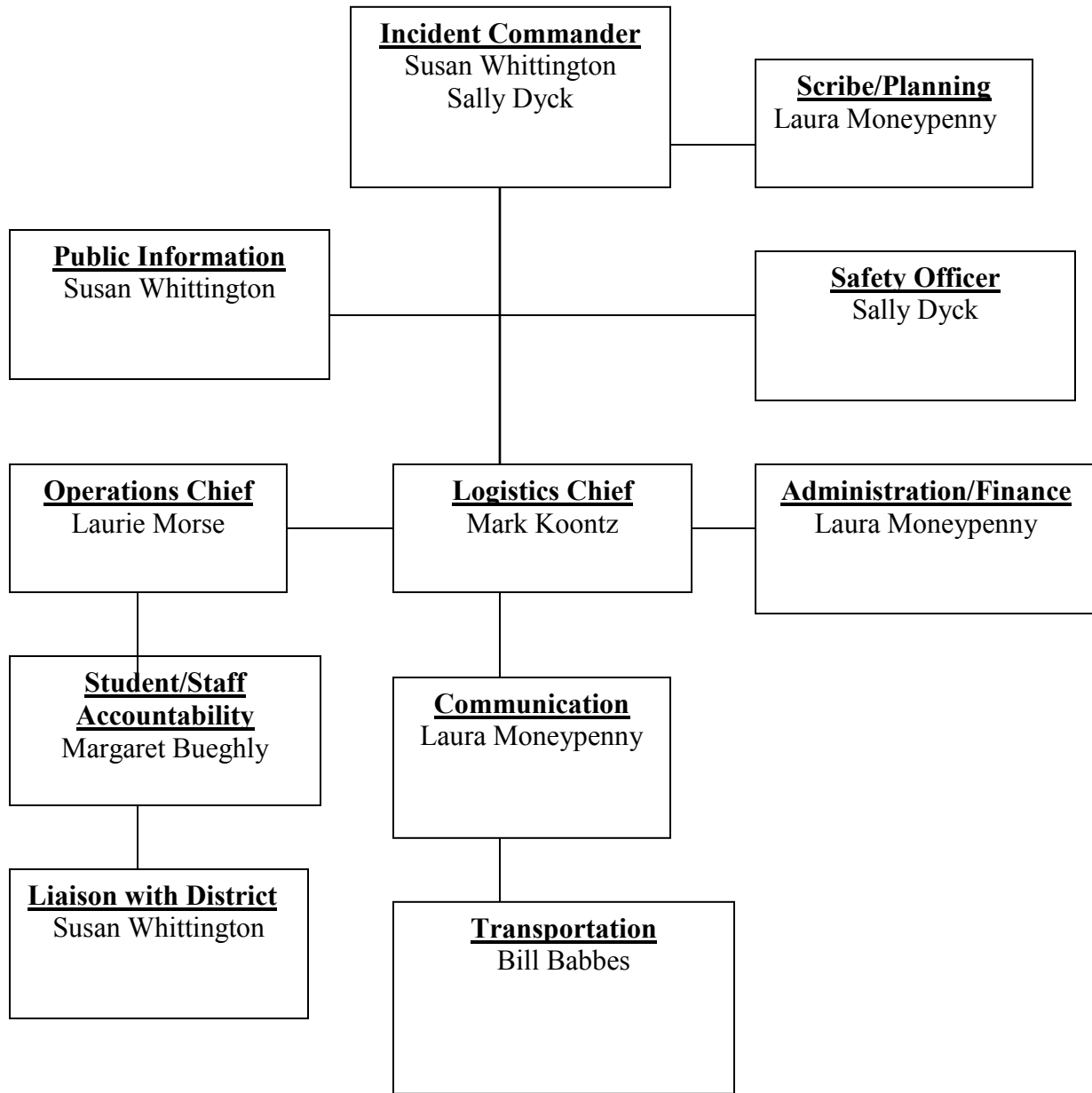
What resources are needed?

- Staff needs time to meet and discuss agreements
- Parents and students will read American River Charter School Handbook and make agreements
- Materials to print – Handbooks and reminders of agreements

How we will monitor and evaluate?

- Student feedback- ongoing
- Teacher/staff feedback-ongoing
- Parent feedback – April of each year

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT
AMERICAN RIVER CHARTER SCHOOL
INCIDENT MANAGEMENT TEAM**



American River Charter School Emergency Plan

EVACUATION PLAN

Fire Alarm Sounds or Verbal Announcement over Phones and PA...

- Students are to leave the classroom in an orderly manner and proceed to **Evacuation Location #1 Basketball Court** (Teacher will leave the room last with a current attendance roster and cell phone. If emergency is such that leaving campus is advised, proceed to Location #2 Parking lot past District Office by ball field.
- Teacher will leave the doors **closed but unlocked**.
- Each teacher will escort his/her class to assigned area.
- Teacher will immediately account for all students.(Take roll)
- If an evacuation occurs while students are out of class they are to report to their class as quickly as possible.
- If an evacuation occurs during lunch or recess, supervising administrators and staff will clear buildings and escort students to determined evacuation area. At the evacuation area, teachers will report with students from their class.
- If an evacuation occurs during an assembly event, each teacher will take charge of their group and proceed to designated evacuation area.
- Return to buildings **only if the site administrator gives an “All Clear”**.
- Teachers should take roll again to account for students.

IF LOCATION #1(Basketball Court) IS UNSAFE OR BEING USED, PROCEED TO LOCATION #2(District Office back parking lot) TRANSPORTATION WILL MEET US TO TAKE US TO off-campus location #1 Georgetown School or IF FURTHER EVACUATION IS REQUIRED #2 Golden Sierra High School

- Use appropriate route (See Map) to Location #2.
Students will walk in a calm, orderly fashion away from buildings to parking area past District Office to be picked up by bus and be transported to other Off Campus Evacuation Locations.(Georgetown School Gym or Golden Sierra). Another optional location to be determined by administration is Church of Latter-day Saints with Georgetown School students.

The following escape routes will be considered by administration;

- ◇ Evacuation to Golden Sierra High School on Garden Valley Road in Garden Valley. This evacuation plan requires vehicle transportation.(district busses)
- ◇ If safe to proceed, students and staff will walk on the paved road, past the District Office to the District Office ball field parking area and wait there for further directions. The field must be kept clear for helicopter operation.
- ◇ If necessary, possible evacuation to the Church of Jesus Christ of Latter-day Saints on Hwy 193 in Georgetown, 333-0202. Bishop Mark Mishler will be contacted at 919-2575 or 622-2575. (A church member must retain control of the building at all times). Students may be evacuated by bus or on foot.

Students will be released by staff to authorized persons (parents or guardians) as soon as safely possible

SHELTER IN PLACE

Stage 1 Alert

Verbal Announcements from the site administration will indicate a shelter in place. Shelter in place refers to protecting our campus population where they currently reside. This stage will be used only if there is **not an immediate threat** and is appropriate for animals on campus, suicides, or major power outages.

- Hold students in classroom and continue normal classroom activities pending further instructions from the administration.
- If students are out on campus they are to go to the nearest classroom.
- **Keep your cell phone with you** and wait for further instructions from administration through text messaging.
- Account for all students and if missing anyone or if you have extra students, text names to Susan (903-6570) or Sally Dyck (713-2970). (**Back up if they are not available**) – **Laura Moneypenny (906-4159)**.
- In case you need immediate help from law enforcement, place red card in window or under door. Place green Card to show all is okay in classroom and no assistance is required. Cards need only be used if you are in lockdown or shelter in place and immediate danger or threat has passed or shooter apprehended. Law enforcement will not be looking for cards on first round. Send a text message to **Susan Whittington (903-6570) or Sally Dyck (713-2970)** or **Laura Moneypenny** if anyone is in need of medication or missing.
- PE classes are to move classes to nearest building. (Building A or B)
- DO NOT USE LANDLINE PHONES unless intercoms are unavailable or inoperable and there is a true emergency e.g. an unconscious student or fire

LOCKDOWN

Stage 2 Action

Verbal announcements “This is a Lockdown” in a tone everyone knows that it is real and the air raid siren will indicate a lockdown and real emergency and student’s safety is threatened.

If we are having a practice drill, the announcement will say, “This is a practice lockdown drill, proceed with lockdown procedures”. Any staff might call the drill or real lockdown if a perceived threat is occurring.

- Lockdown refers to an immediate threat to staff or students such as an active shooter on campus.
- Take immediate steps to secure your room and students. Take Roll!
- Lock your doors, turn off lights, and close blinds and move away from windows.
- Do NOT open the door during a lockdown, even if Fire alarm sounds.
- Direct students to take protective positions on the floor.
- Students out on campus are to find the closest secure location.
- Keep the students quiet and calm.
- **Keep your cell phone with you at all times and** wait for further instructions from administration through text messaging. Also have laptop on floor with you to receive emails from office or incident commander.
- Put Red Cross symbol card in window if anyone (staff or student) is injured or needs medical attention. Use Green card to show all is well and in not danger or need of assistance. Use Red card to show needing assistance for some other reason, other than medical.
- Send Susan or Drew a text message if anyone is in need of medication or missing.
- PE classes or classes in Nature Area are to go to the nearest building (this might be Georgetown School Gym, through the Nature Area trail). In the event of a LOCKDOWN the next step will most likely be an evacuation to a designated location. Text messages will keep staff informed of the status of when and where the evacuation will occur.

- If you are missing a student, have extra students, or have an injury **text that information to Susan (903-6570) or Sally (713-2970). Back up if they are not available, Laura Money Penny (906-4159).**
- If you have all of your students accounted for with no injuries, **do not text a response.**
- Once again, **DO NOT USE THE LANDLINE PHONES OR CELL PHONES TO CALL OUT UNLESS THE EMERGENCY SITUATION IS NEAR YOUR ROOM.**
- THE INCIDENT COMMANDER WILL NOTIFY YOU WITH INSTRUCTIONS.

**Comprehensive Safe Schools Plan 2014 – 2015
Disaster / Procedure / Crisis Response Plan**

American River Charter School

Student Safety

In the event of an emergency or community disaster such as fire, earthquake, or other natural or man-made disaster, student and staff safety is an absolute priority. The principal or superintendent will assess the nature of the disaster to determine the best steps to assure the highest level of safety. When practical, decisions made will be based on information received from law enforcement, fire departments, forestry officials, or other public safety personnel.

When an emergency does not present a hazardous situation for students and staff:

- The normal school day will continue and the condition of the emergency will be closely monitored.
- Families will be contacted through the Parent Link system.

When an emergency requires students to remain at the school for an extended period:

- See **SHELTER IN PLACE** procedures.
- Families will be contacted by the Parent Link system.
- Food, water, and emergency toilet facilities will be available at school.

When it is necessary to cancel classes due to an emergency:

- Transportation will be notified
- Families will be contacted by the Parent Link system.
- In the event that telephones at the school are not in working order, staff and students will remain at the school until notifications have been made through alternative communications and all students have been dispersed to authorized individuals. Students should stay in classrooms until transportation is arranged.

Evacuation

In the event of an emergency / disaster that threatens the safety of our students and staff and it is determined that the school needs to be evacuated:

- The superintendent, principal, law enforcement, or fire officials will determine the necessity of evacuation.
- The “Fire drill” procedure will be used to assemble all students and staff to the securest of the evacuation locations. **Classrooms will be left un-locked for FIRE DRILLS.**
- The transportation department will be informed immediately to begin emergency transportation plans.
- If sufficiently safe time allows, families will be contacted by the Parent Link system and informed of the evacuation plan.

The escape routes on attached map will be considered by the administration in the case of an emergency requiring evacuation from the campus during fire, chemical spill or leak, or other emergency deemed a threat to the healthy survival of students, staff, and visitors.

FIRE DRILL/EVACUATION PROCEDURE:

Fire Alarm Sounds or Verbal Announcement over Phones

- Students are to leave the classroom in an orderly manner, line up by class at the Basketball court.
- Teacher should exit the room last with a current attendance roster and cell phone
- Teacher should leave the **doors closed and unlocked**.
- Each teacher will escort his/her class to the student basketball court. Teacher will immediately account for all students.
- If the fire drill/evacuation occurs while students are out of class (recess) they are to line up at the basketball court with yard supervision staff until teachers arrive.
- If an evacuation occurs during lunch, supervising administrator and teachers will clear buildings and escort students to student basketball court. At the basketball court teachers will report in with their students.
- Return to classrooms only when the site administrator gives an "All Clear".

COMMUNICATION PROCEEDURES:

Automated Phone Calls. We are now connected to Parent Link which is an on-line program that provides emergency telephone calls to all of our students, staff, and contracted agencies through a telephone system. This emergency connection can be used for situations, such as a lockdown situation or natural disasters, and is activated using secured passwords by specific school district and site administrators. A daily use of the system that improves safety for youth is the notification of parents if a child does not show up for school. Parent Link is also used for contacting parents concerning school events such as parent programs. The school district has committed to spending for the ongoing use of this system.

Important numbers to have in your cell phone

ARCS office 333-8340

District Office 333-8300

Georgetown School 333-8320

Susan's cell 903-6570

Laura's cell 906-4159

Sally's cell 713-2970

Linda in Room 6 District cell 334-3425

APPENDIX E

AMERICAN RIVER CHARTER SCHOOL PERSONNEL POLICIES AND STAFF HANDBOOK

The American River Charter School shall be governed by the Board of Trustees of the Black Oak Mine Unified School District, which will serve as the charter board of the American River Charter School. Notwithstanding anything in this petition to the contrary, the Board of Trustees of the Black Oak Mine Unified School District has final decision-making authority over all financial, operational (including staffing), and other matters for the American River Charter School. The Board of Trustees may, from time to time and in its sole discretion, delegate this authority to one or more individuals or entities, to the extent permitted by applicable law. (from American River Charter Petition, January 14, 2010, Sect. D Governance Structure of School)

I. Regular Teaching Staff

All teachers shall be certified by the Commission On Teacher Credentialing with either a clear or preliminary credential and shall be required to pass the CBEST.

II. Other Staff, Substitutes, and Consultants

All other staff must demonstrate to the Director's satisfaction the abilities necessary to effectively carry out their responsibilities.

III. Continuing Education

All teachers are expected to keep their professional training and knowledge current through ongoing courses and workshops in education. The Director will work with staff to develop professional growth plans consistent with section VII.B. This may be accomplished at local colleges and universities or through workshops or conferences.

IV. Requirements for Employment

A. Employees are expected to adhere to the requirements for employment described in the Charter personnel policies.

B. Before the first day of employment, all employees must have a tuberculosis test as described in Education Code 49406. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in immediate termination.

C. All first year employees must have fingerprint clearance on file with the District. This clearance will be paid for by the employee. All first year employees without credentials must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary in accordance with the requirements of Education Code Section 44237. Such fingerprints must be submitted prior to employment and are a condition of employment. Criminal record summaries will be maintained by the District in a secured file separate from personnel files, in accordance with the requirements of Section 44237.

D. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of professionalism, with children, parents, prospective parents, co-workers, and the community.

V. Dismissal, Discipline, and Termination

A. The Director may recommend to BOMUSD board or designee to terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Director, under the direction of the BOMUSD board or designee, determines that the employee poses a threat to the health, safety, or welfare of the school or students. The Black Oak Mine Unified School District will be made aware of all Dismissals, Discipline and Terminations by the Director of Charter School.

B. In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Director as soon as possible and at least 10 calendar days before the effective date of resignation.

C. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

D. BOMUSD will provide oversight in regards to governance, support and technical assistance to ARCS. The Board of Trustees of BOMUSD or its designee will have final decision making authority over staffing matters.

E. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in Section IX, below. Except as required by law, none of the substantive or procedural rights or requirements provided for in Chapters 4 or 5, Part 25, Title 2 of the Education Code in connection with employee discipline or dismissal shall apply to the dismissal, discipline or termination of Charter employees.

VI. Personnel Evaluation

A. Confidential Personnel File

The BOMUSD Human Resources Dept shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All documents placed in the personnel file will have been signed by all concerned parties.

B. Professional Development Portfolio

All instructional and professional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement.

C. Employee Observations

All employees will be observed on an ongoing basis by the Director, using both formal and informal observations. Formal observations will include a pre-observation conference as well as a post-observation conference. First-year employees shall have at least one formal observation prior to the three-month review outlined in Section D, below. Prior to the six-month review, in

Section D, at least two informal observations will be conducted for first-year employees and one formal observation. Returning staff will have one formal observations and prior to the six-month review and other optional informal observations. Results of formal observations using the Standards for the Teaching Profession, consisting of the employee's and the Director's observations and recommendations will be put in writing and included within the employee's own Personal Development Portfolio and the school's personnel file. Nothing in Section E limits the Director from conducting other observations of an informal or unannounced nature.

D. Formal Reviews - First Year Employees

For all first year employees, there shall be a formal review three months after the start of the school year. The purpose of the three-month review shall be to review the employee's goals from the California Teaching Standards, the job description, areas of responsibility, and progress toward goals and outcomes. If the employee received an unsatisfactory review, an improvement plan will be developed with clear timelines for review. After six months from the start of the school year, a second review with observation will be held to determine progress made toward the improvement plan. At that time, the Director, with input from BOMUSD designee, will inform the employee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

E. Formal Reviews - Returning Employees

For returning staff, there shall be one formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's professional growth plan. At that time, six months into the year, the Director will inform the employee and report to the BOMUSD designee whether the Charter school recommends continuing employment for the subsequent school year. After five years of positive evaluations, s/he may be evaluated every five years. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

F. Director Evaluation

The Director shall be evaluated by the Superintendent of the Black Oak Mine Unified School District prior to the end of each year's contract based on criteria in accordance with the CPSEL's. Results shall be in writing and included in the employee's Personal Development Portfolio and personnel file. The Superintendent shall solicit and consider input from Charter employee's on the Director's performance in connection his or her evaluation of the Director, to the extent the Superintendent considers appropriate. The annual charter school survey will be completed each spring reviewing the program and set goals for improvement.

G. Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

VII. Schedule

A. All employees are required to work according to the schedule and dates stated in their employment agreements. Full-time staff are expected to be present at the school from 15 minutes prior to the beginning of the normal school day to 15 minutes after the normal school day, unless other arrangements are approved by the Director. A full-time teacher's teaching day is 7.5 hours.

B. In addition, teachers are required to participate in programs related to their professional duties

that may be held outside school hours. These days include teacher in-service sessions conducted within the regular work hours, staff meetings, parent-teacher-student conferences, and two informational nights. Teachers may also be required to participate in up to 30 hours of additional duties per year, such as coaching sport teams or chaperoning student functions.

C. All other employees are encouraged to attend school functions and events.

D. All full-time employees shall have a minimum lunch break of 30 minutes per day and any work breaks as required by law.

E. Site based employees are required to perform yard duty as directed, before, after and during the school day.

VIII. Leaves

A. Sick Leave

Sick leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working or for the following reasons:

1. Appearance in court as an interested party or under subpoena.
2. Death of an immediate family member.
3. An emergency caused by a serious accident or illness that requires the employee to be absent from work.

Full-time staff shall accrue sick leave at the rate of 10 days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Employees may accrue unused days of sick leave to be carried over across school years if their annual contract is renewed. Sick leave is granted for only the reasons listed and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the Director. The Director may require an employee to verify the claimed reason for any absence.

B. Personal Leave

The Director may grant up to two days of leave per employee per year for urgent personal business or other emergencies. Such leave shall count towards an employee's sick leave. Such leave may not be accrued and will not be paid out for any reason if not used.

C. Long Term Leave

Long term leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to 12 consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to full-time staff only who have been employed for at least one full school year. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at

least 30 days advance notice shall be given by the employee.

D. Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Employees will receive full pay during such service and must file the court certification to the BOMUSD HR office. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director.

IX. Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call the or ARCS office/Director(or designee) at least one hour before the start of the scheduled work day. If an employee is absent for medical reasons for more than 10 working days, the employee must, immediately upon his or her intended day of return to work, provide the Director with a physician's statement certifying that the employee is able to return.

X. Salaries

Employee salaries shall be as determined in their individual employment contracts, consistent with salary rates proposed by the Director in accordance with the terms of the Charter and approved by the Superintendent.

XI. Dispute Resolution Process from ARCS petition, Section N

A. Intent

The intent of this dispute resolution process is to: resolve disputes within the school pursuant to the school's policies, minimize the oversight burden on the district, ensure a fair and timely resolution to disputes, and frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

B. Public Comments

The staff and ARCS Council members of American River Charter School and Black Oak Mine Unified School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

C. Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and ARCS Council members of the school, shall be resolved pursuant to Black Oak Mine Unified School District Board policy, including the Uniform Complaint Procedure. The decision of the Director shall be final unless appealed by the employee to the Board, which may, in its sole discretion, review and modify the decision of the Director if it finds that the Director failed to properly follow the grievance process. . A request for an appeal may be submitted to the Chairperson or President of the Board within five days of the decision of the Director.

D. The Black Oak Mine Unified School District shall not intervene in any such internal disputes without the consent of the ARCS Council of the school and shall refer any complaints or reports regarding such disputes to the ARCS Council and/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, the Charter Council of the school has

requested the district to intervene in the dispute, or it otherwise determines that its intervention is in the best interests of the ARCS, the Black Oak Mine Unified School District or any other relevant constituency.

XII. Health and Welfare Benefits

Health Benefits

It is a requirement that all full time employees participate in health benefit program. The Charter School will pay the cost of such coverage for full time employees up to an annual maximum of \$6,000, or \$500 per month for 12 months. The Charter School will pay the cost of such coverage for full time employees. Part time employees may also request such coverage and the cost of such coverage will be prorated between the School and the Employee. The School contribution shall represent the proportion the hours worked by the employee bears to a full-time equivalent position. No staff member will receive paid health benefits beyond their term of employment.

Welfare Benefits

The Charter School will secure State Teachers Retirement System eligibility for all eligible teachers and will pay the required employer contribution for such benefits if available and to the extent requested by the employee. The Charter School will secure Public Employees Retirement System eligibility for all eligible staff and make the required employer contribution for such benefits, if available and to the extent requested by the employee. The Charter School will make the required employer contribution toward federal Social Security for those employees not covered by STRS.

XIII. Nondiscrimination

The Charter School does not discriminate in any personnel matters or in the provision of programs and services on any basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to the Director or BOMUSD designee.

Amended 3/31/11
Approved by BOMUSD 4/14/11

APPENDIX F

§ 15497. Local Control and Accountability Plan

Introduction:

LEA: Black Oak Mine Unified School District

School: American River Charter School

Contact: Susan Whittington, American River Charter School Director

swhittington@bomusd.org,

530-333-8340

LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Priority 3 BOMUSD, our authorizer, and ARCS have held numerous Board meetings/and Curriculum Council at school sites, parent meetings and staff meetings during the fall and spring of 2014 to inform our stakeholders about the LCAP and gain input on LCAP priorities. Our District staff has given several presentations and our parents and council members, which includes student, classified staff, teachers, parents and community reps have been invited to these District meetings. Our school has not bargaining unit. Parents were notified of meetings via Parent Link communication system and on the District and School websites. We have also had several American River Charter School parent meetings asking for input as well. We sent out a LCAP survey to assess the needs from all the stakeholders, parents and staff. The eight priorities and survey were presented as a needs assessment to gather input school via our parent link communication system and were listed on our website.</p> <p>Oct 14, Curriculum Council- BOMUSD Oct 22, Special Board meeting Nov 7, Special board meeting Nov 19 Curriculum Council-BOMUSD Jan 13 ARCS Council Jan 21, Special Board meeting Feb 3 ARCS Parent LCAP input meeting Feb 25, Curriculum Council-BOMUSD March 3 ARCS Council March 6 FARCS Parent Meeting March 31 Curriculum Council April 3 FARCS Parent Meeting April 7, ARCS Council April 28, Curriculum Council-BOMUSD</p>	<p>After meetings with ARCS parents and staff and analyzing our CST data from last year, the need was identified to add addition teaching assistant's time for additional tutoring in Math .This additional staffing for low-economic and low- achieving students is addresses as part of our goals for LCAP and SPSA.</p> <p>Feedback from stakeholders influenced the decision to add hours to classified staff and have afterschool tutoring offered by teaching staff for next year.</p> <p>At another Parent input meeting this spring, it was recommended to develop our school library with increased inventory of newer and high interest fiction and non-fiction books. We will add a computer lab separate from the computers in classrooms and classroom libraries. We will add those suggestions from parent's input into our LCAP and SPSA plans.</p> <p>After the results of the survey was tabulated, this information was shared at our Parent group, FARCS (Friends of ARCS) meeting in March 2014. The results of the survey showed 33% ARCS parents responded and 80% teachers. In the District survey, BOMUSD parents (26%), our parent group included, felt that improving classroom instructional practices and training teachers was the greatest focus and where the most funds should be spent. This was the highest percentage of identified interest for parents. The second highest area of interest for parents (22%) was tutoring for needy students. The third highest needs for parents were (19%) interventions for low-achieving students. With this information from parents, data from last year's CST and feedback from staff, we plan to Spend 80% of our Common Core money on Staff Development, 10% on Instructional supports for Low achieving students in online math programs that they can access at home and school. We will also continue next year the additional tutoring for Math.</p>

Involvement Process	Impact on LCAP
<p>All CST data from last year was presented to our ARCS Council which has parent, student, certificated and classified staff and community representation. Our Single Plan for Students Achievement (SPSA) is developed by staff with parents input through budget committee meetings each fall and reviewed in the spring with ARCS council and at staff meetings several times throughout the year.</p> <p>We also complete an Annual report each year that is presented to the BOMUSD School Board and the ARCS Council. This includes data on Student Achievement and Attendance rates. These are the many ways our stakeholders gain information about our student's achievement, programs and services, and this year about the Common Core Curriculum.</p> <p>Our parents and staff participated in the District-wide Survey with 9 out of 11 staff responding and 30 out of 100 families responding.</p> <p>At ARCS, we have had three Parent nights for our families to learn about, ask questions and give input regarding the Common Core Standards and the LCAP. We have had two FARCS Coffee Social Parent meetings where information was given and input received for LCAP planning. This parent group has 80% representation from parents of low-socioeconomic student group.</p> <p>We also met with our 6-8 grade Leadership group, We shared the state priorities to gain input on Pupil Outcomes and Engagement.</p> <p>We have received written and oral communication and input from all stakeholders on the original sharing of state priorities and on the draft document in Feb, March and April Council meetings.</p>	<p>The information for the survey was shared at a LCAP parent meeting on March 6, 2014. Many suggestions (input) were made from parents to improve our achievement, school climate and technology goals.</p> <p>We will be using pre and post testing for the Math tutoring group (12 students in grades 3rd- 7th) to track their progress.</p> <p>We will be offering online Math programs for students to use in the classroom and at home in grades 3-8 for support and track their progress. Parents and staff have expressed interest in online Typing programs to help prepare students for the Smarter Balanced testing next year. This supports our Technology goal.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer

pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: 1.1 All students to Improve Reading: Decoding, Comprehension and fluency</p> <p>Metrics/Assessments CST spring 2013 BRI and San Diego Quick Fall 2013 and Spring 2014</p> <p>Baseline on CST All 49 % IEP 20% Socio-econ 40% Proficient Spring 2013 Common Core Benchmarks Triumph Learning</p>	1.All students will learn the skills and content to make academic improvement in CCSS: Each student in the charter school is expected to be learning at their grade level and will be given the supports to be college	1.All - including- low income, foster youth and pupils with disabilities	ARCS		1.1By Spring 2015 60 % of students will be Reading proficient at their grade level and 40 % of students with IEP, and 50% socioeconomically disadvantaged- This is a 10% overall increase in all areas.	1.1By Spring 2016 70 % of students will be Reading proficient at their grade level and 50 % of students with IEP, and 60% socioeconomically disadvantaged.	1.1 By Spring 2017 80 % of students will be Reading proficient at their grade level and 80 % of students with IEP, and 80% socioeconomically disadvantaged.	Goal 1. Cat A Conditions of Learning, Priority 1 Full credentialed teachers Priority 2 - Imp. State Standards Priority 7- Course Access Cat B Pupil outcomes, Priority 4- Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Reading Assessments</p> <p>1.2 Need: All students to improve in Math performance in Calculations and Applied Problem Solving Need to decrease the achieve gap between IEP students and the rest of population</p> <p>Metrics/Assessments: CST spring 2013 Diagnostic grade level assessments Baseline on CST All 49% IEP 9% Socio econ(SED) 53% Proficient</p>	<p>and career ready when they graduate. They will have access to broad range of academic content, including art, music, drama, PE and career tech education.</p>			<p>1.2 By Spring 2015 60 % of students will be proficient, and 30 % of students with IEP, and 60 % socioeconomically</p> <p>1.2 In 2014-15 Common Core Math Curriculum for grades k-8 will be used in all site classes</p> <p>1.3 By Spring 2015 we expect 60 % of all 3,6,8th grades to score proficient(3) on Writing rubric essays, and 40 % of students with IEP,</p>	<p>1.2 By Spring 2016 70 % of students will be proficient, and 40 % of students with IEP, and 70 % socioeconomically</p> <p>1.3 By Spring 2016 we expect 70 % of all 3,6,8th grades to score proficient(3) on Writing rubric essays, and 50 % of students with IEP, and 60 % socioeconomically disadvantaged.</p>	<p>1.2 By Spring 2017 80 % of students will be proficient, and 50 % of students with IEP, and 80 % socioeconomically</p> <p>1.3 By Spring 2017 we expect 80 % of all 3,6,8th grades to score proficient(3) on Writing rubric essays, and 60 % of students with IEP, and 60 % socioeconomically disadvantaged.</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>HMH Assessments and Common Core Benchmarks</p> <p>1.3 Need: All Students need to be proficient in writing across all curriculum areas. Metric: District Writing Assessment Baseline: <u>30% of 3rd grade</u> students were proficient and 30% of 5th graders were proficient on Opinion piece in Dec 2013</p> <p>1.4 Integrated Art and Music in core</p>				<p>and 50 % socioeconomically disadvantaged.</p> <p>1.4 Purchase Art in Action to integrate Language Arts and Art instruction for 3-5 (LCFF/Base (\$3000)</p> <p>1.4Music and Movement instruction for k-3 LCFF/Base (\$1000)</p> <p>1.4Home School Classes in Music</p>	<p>1.4 Purchase Art in Action to integrate Language Arts and Art instruction for 6-8 (LCFF/Base (\$3000)</p>		<p>Priority 7 and 8- Course access and other Subject Areas</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
subjects Metric- School Survey Increased VAPA opportunities					and Art(k-12) LCFF/Base (\$10,000)			
2. Need: Students use on computers with increase and they will learn typing skills starting in grade 3, learning Microsoft Office programs starting in grade 5 Metric: Teacher observation and students demonstration of skills on typing programs 8 th grade Baseline for PowerPoint 50 % 5 th grade baseline	2. Students will have access to state- of- the -arts technology and have the 21 century skills to be college and career ready.	ALL students including- low income, foster youth and pupils with disabilities.	ARCS		2.By Spring 2015 we expect that 80% our 5 th graders will have 15WPM typing average By Spring 2015 we expect that 80% of our 8 th graders will use Microsoft office programs with 80% mastery	2.By Spring 2016 we expect that 90% our 5 th graders will have 20WPM typing average By Spring 2015 we expect that 90% of our 8 th graders will use Microsoft office programs with 80% mastery	2.By Spring 2017 we expect that 100% our 5 th graders will have 30WPM typing average By Spring 2015 we expect that 100% of our 8 th graders will use Microsoft office programs with 80% mastery	2.Cat B Priority 4 Pupil outcomes, Cat A Priority 2 Conditions of Learning, Imp. State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
7 WPM								
<p>3. Need: To improve the school climate for safety and school connectedness</p> <p>Metrics: School Survey Fewer School suspension data Fewer disciplinary referrals</p> <p>Baseline: <u>35 referral 2013-14</u></p> <p>Suspension rates are low; three students with 12 days suspension total in 2013-14</p>	<p>3. ARCS will engage all stakeholders to improve school climate and create responsible, caring and safe environment using GLAD, Love and Logic and PBIS strategies</p>	<p>All including- low income, foster youth and pupils with disabilities</p>	<p>ARCS</p>	<p>3.The results on school survey will show 80% of families satisfied with safety and school climate at ARCS</p> <p>10% Increased student's attendance and site parent's attendance at events</p> <p>Students will participate in Positive Behavior Interventions and</p>	<p>3.The results on school survey will show 90% of families satisfied with safety and school culture at ARCS</p> <p>10% Increased parent volunteers for school wide events to increase students adult ratio at in classes with more parents volunteers</p>	<p>3.The results on school survey will show 95% of families satisfied with safety and school culture at ARCS</p> <p>Increased home school parent participation in school wide events</p> <p>20% Increased attendance rates for site students</p>	<p>3.Priority C 3,5 and 6 Parental Involvement Engagement, School Climate</p>	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1.All students will learn the skills and content to make academic improvement in CCSS: Each student in the charter school is expected to be learning at their grade level and will be given the supports to be college and career ready when they graduate. They will	1.Cat A Conditions of Learning, 1 Full credentialed teachers 2 -Imp. State Standards 7- Course Access Cat B Pupil outcomes, 4-Pupil Achievement 8- Outcomes in Subject areas	GLAD training and other Professional Development for site and homeschool teachers Increased Teaching Assistant time for K-3 SIPPS reading Interventions Using Common Core Materials- Math and Language Arts Increase Library Book collection- Fiction and Non-Fiction	School-wide ALL students including- low income, foster youth and students with IEP’s		Hire subs for Professional Dev time for staff to articulate and score Writing assessments and plan for Common Core Assessments (\$1000) LCFF/Base Increase Teaching Assistant time by 4 hrs in classes with low achieving and low socioeconomically disadvantaged (SED)students. (\$10,000)LCFF/Supplemental Increase Teaching Assistant by 4 hr time for tutoring .(\$5000) LCFF/Supplemental Provide tutoring for underachieving and SED students in home school program	Have a full day of Professional Dev for all staff to work together to articulate and score Writing assessments and Common Core (\$4000)LCFF/Base Add trained teachers for tutoring afterschool to offer remedial math support (\$5000) LCFF/Base Online Math Programs Subscriptions (\$1000) LCFF/Supplemental	Hire a math coach to help teachers learn more strategies for new Common Core Curriculum (\$12,000) LCFF/Base 20% teacher Add Reading Program for accountability like Accelerated Reader or other similar program/ (\$5000) LCFF/ Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
have access to broad range of academic content, including art, music, drama, PE and career tech education.		<p>Increased Tutoring for site and home school low performing students</p> <p>Online math support for all students needing support</p> <p>District wide assessments scored by teachers, small group instruction</p> <p>Integrated thematic courses of study-Purchase Art in Action</p> <p>Art and Music Vendors for Home School</p>			<p>(\$1000) LCFF/Base</p> <p>Purchase online math support programs for SED students to use at home and school (\$1000)LCFF/ Supplemental</p> <p>Purchase Common Core Math Curriculum for site based K-8 students(\$15,000) LCFF/ Base</p> <p>Visual and Performing Arts vendors and curriculum (\$2000-5000) LCFF/ Base</p> <p>Increase Library book selection for k-8 for site and Home school use (\$2000)LCFF/Base</p>	<p>Purchase Common Core text TE for Home School parents of High School students (\$1000) LCRR/Base</p> <p>Increase Library book selection for k-12 for site and Home school use (\$5000)LCFF/Base</p>	
2. Students will have access to state- of- the	2. Cat B Priority 4 Pupil outcomes,	Hire Tech support to help with implementing more computer	School wide		20% Tech Support (\$12,000)LCFF/Base	Furniture for Home School Classroom and Computer Lab (\$10,000) LCFF/	Improve Wi-Fi access school wide with high speed internet

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
-arts technology and have the 21 century skills to be college and career ready	Cat A Priority 2 Conditions of Learning, Imp. State Standards	skills Purchase online typing and math support Purchase more computers for all grades to use in a lab and for home School students			10 computers (\$3000)LCFF/ Lottery	Base	capabilities (\$2000) LCFF/ Base
3. ARCS will engage all stakeholders to improve school climate and create a responsible, caring and safe learning environment.	3.Cat Engagement Priorities 3,5 and 6 Parental Involvement Engagement, School Climate	3.Positive Behavior Interventions. Love and Logic – Staff development Parenting workshops on Love and Logic Communication through Parent Link to encourage parents engagement for Back to	School-Wide		Have assemblies to promote positive school culture. Use positive strategies from Love and Logic curriculum for parents and teachers Send all k-8 teachers to Guided Language Acquisition Development training(GLAD)or Common Core training (\$10,000) Common Core Send Home School parents/staff to Charter Conference (\$3000) LCFF/	Offer Parent workshops on Love and Logic Send all staff to Positive Behaviors intervention training at EDCOE Institute Positive Behavior system(PBIS) school- wide incentives and awards (\$500)	Have all ARCS staff trained in Love and Logic Have school wide model using GLAD/Love and Logic and Positive Behavior Interventions(PBIS) to create a safe, bully free school with improved academic successes.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		School Nights, open House and other School wide events(Math night, Winter Fest, Literacy night)			Base		

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1.All students will learn the skills and content to make academic improvement in CCSS: Each student in the charter school is expected to be learning at their grade level and will be given the supports to be college and career ready when they graduate. They will have access to broad range of academic content including art, music, drama, PE and career tech education.</p>	<p>1.Cat A Conditions of Learning, 1 Full credentialed teachers 2 -Imp. State Standards 7- Course Access Cat B Pupil outcomes, 4-Pupil Achievement 8- other outcomes Cat B 4 Pupil outcomes, Cat A</p>	<p><u>For low income pupils:</u> Tutoring Online interventions computers <u>For foster youth:</u> Tutoring Online interventions <u>For students with Disabilities</u> -Tutoring -Integrated thematic courses of study -Common Core Assessments and Math Curriculum 2. Online Math</p>	School- wide		<p>1.Tutoring (\$10,000)LCFFF/ Supplemental Online ELA interventions (\$1000) LCFF/Base Supplemental Common Core Curriculum interventions and assessments (\$2000)LCFF/ Supplemental SIPPS(\$2000) LCFF/Supplemental 2.Online Math Interventions</p>	<p>1.Math Coach for staff to learning better strategies for teaching Math 2.More computers for students use</p>	<p>1.More Reading curriculum like: Accelerated Reader, Read Naturally for low achieving students</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>2. Students will have access to state- of- the -arts technology and have the 21 century skills to be college and career ready</p> <p>3. ARCS will engage all stakeholders to improve school climate and create a responsible, caring and safe learning environment.</p>	<p>Conditions of Learning, Priority 2 Imp. State Standards Cat C Engagement</p> <p>Priorities 3,5 and 6 Parental Involvement Engagement, School Climate</p>	<p>interventions</p> <p>3.GLAD and Common Core training for both site and home school teachers to help them teach academic language and positive behavior supports to improve a more engaging and caring environment</p>	School-Wide		<p>Like ALEKS-IXL (\$1000)LCFF/Base Supplemental</p> <p>Computers for low achieving home school students to use \$(2000) LCFF/Supplemental</p> <p>3.GLAD and Positive Behavior Supports training for Staff to help academically at-risk students (\$8000) Common Core/LCFF Supplemental/Base</p>	<p>3.Positive Culture/ be a good student assemblies like (TED) (\$300)</p>	
		<p>For English learners: For redesignated fluent English proficient pupils:</p>	None in School				

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

ARCS is using LCAP increased funding for increased staffing of Teaching Assistants for small group instruction and tutoring, purchasing Common Core curriculum in Math and Reading, purchasing typing programs to assist with writing fluency and to prepare for Smarter Balanced assessments. We are also using Lottery funds and Common Core funds to purchase more computers for class and home school student's use. We are purchasing online Math and Reading programs to support students at home and at school for more instructional practice of math, reading and typing.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In each of our classrooms we have a Teaching Assistants/classified staff to work with small group and below proficient, foster youth, Special Education and low income students. We have plans of hiring extra aide time for our lowest achieving students in grades 3-8 based on last year's CST scores and teachers' assessments like Basic Reading Inventory and other Common Core Reading assessments. Identified SED and Pupils with Disabilities students will be in Math pullout program. As we are not a Title one school, we are serving all youth with academic needs, depending on data from state, district and school testing. We have 9% students with disabilities; Those students have access to all programs and resources. In addition they have the support of a Resource Specialist and a 5.5 hour Instructional Aide for following the goals in their IEP. We offer some push in, some pull out and some consulting with general ed teacher per students' needs and IEP. In addition, we will offer a pull out tutoring program for our lowest achieving students in Math and Reading in grades 3-8. We will adding more hours to expand this program for next year with LCFF/ supplemental grant funding. We are also training our Teaching Assistants

this summer in the SIPPS Reading intervention program for low achieving k-3 students. Our low achieving and SED, foster youth and pupils with Disabilities students will also be getting extra support from online Math and Reading and Typing programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

APPENDIX G

American River Charter School

CDS Code: 09-73783-0121566

6620 Wentworth Springs Road • Georgetown, CA 95634 • Phone: (530) 333-8340 • Grades: K-12
http://arcs-ca.schoolloop.com • Susan Whittington, Director • Email: swhittington@bomusd.org



Black Oak Mine Unified School District

Dr. Robert Williams, Superintendent
Email: rwilliams@bomusd.org

6540 Wentworth Springs Road
Georgetown, CA 95634
Phone: (530) 333-8300

www.bomusd.org

Educational Program and Philosophy

The American River Charter School (ARCS) is designed to educate students in grades K-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. ARCS includes three programs, or “forks of the river.”

The South Fork: The South Fork of the American River Charter School, referred to as **ARCS Site Program**, will provide a K-8 thematic instruction design that will provide hands-on, multi-aged experiential learning in a site-based delivery model. We provide an art-infused curriculum with integrated music and art projects resulting in performances and community displays of learning. We offer outdoor education in the forms of Nature Studies, camping trips and gardening projects.

The Middle Fork: The Middle Fork of the American River Charter School, referred to as the **ARCS Home School Program**, will provide a individualized K-12 learning model that allows students to participate in instruction at home and through online curriculum and parent-selected vendors. Those participating in the ARCS Home School Program can also participate at 7-12 district site junior or senior high schools with offerings such as PE, electives or A-G math and science, as well as programs based upon space availability and scheduling. ARCS students can participate in extracurricular sports or clubs at the district schools.

The North Fork: The North Fork, referred to as the **American River Charter School Hybrid program**, provides a blended program for families who desire both site-based and home-study opportunities. K-3 students meet regularly with their supervising teacher for direct instruction and socialization, yet remain under the teaching of their parent 80 percent of the time.

The primary goal of offering these educational options is to provide viable educational alternatives in a menu-like format to students and their families throughout the Georgetown Divide, which is bordered on two sides by the American River and beyond.

School Mission Statement

American River Charter School will provide a rigorous, challenging and adventurous education. Varied programs, responsive to student and family needs, will be interesting and complex. Satisfying, high-quality student performance will be the result of powerful instruction and diligent, persistent student effort. The atmosphere will be joyful, trusting and respectful. Students will become skillful, curious, lifelong learners who are themselves creative problem solvers and caring global citizens.

Our motto is “Soaring to new heights together.”

Parental Involvement

Parents in the American River Charter School are involved, and they are an important part of our overall program. Our charter school asks site parents to volunteer two to three hours per month at the school. We have a parent-led and supported fundraising group called Friends of American River Charter School, or FARCS. We also have a charter council with 50 percent parent and community representation.

Parent reps per program are:

- Jessie Anderson, representative for Site Program
- Lynne Belluomini, representative for Home School Program
- Jessie Anderson, Friends of ARCS chairperson

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

- Parents adhere to the volunteer guidelines set forth in the Charter School Parent/Student Handbook
- Parents are active members of the school community, helping with festivals, fundraising and field trips
- Parents volunteer to work in the classroom or assist the teachers with projects at home throughout the school year
- Home school 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 Friends of ARCS chairperson at (916) 549-2086.



*Relevant, Rigorous,
Responsive, Relationships*

District Mission Statement

Our mission is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills.

District Vision Statement

Our vision is to provide the opportunity for all students to be healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.

Board of Trustees

Joe Scroggins, *President*
Darcy Knight, *Vice President*
Jeff Burch, *Member*
Bill Drescher, *Member*
Ronnie Ebitson, *Member*

2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Director's Message

American River Charter School (ARCS) opened in fall 2010. Our petition was written in the fall of 2009 by a group of innovative parents, staff and the superintendent. It was approved by the Black Oak Mine Unified School District Board of Trustees and the State of California in the spring of 2010. We are a unique school with three types of programs. We have a K-8 site-based school located in Georgetown; a K-3 hybrid, or blended home-school, program; and a K-12 home-school program serving students on the entire Georgetown Divide. We had an average enrollment of 200 students last year. Our students come from varied backgrounds and from different schools within the county. We have families who were looking for a different educational experience for their children. Our 11 certificated teachers and six support staff offer diverse site-based and home-school programs; we offer something for everyone. In 2012, we moved to a new and larger site. Our students have an improved playground and field space for PE. We are adjacent to the 30-acre Georgetown Nature Area where we offer outdoor education and environmental studies for all our students.

We believe learning best occurs when:

- Individual students' diverse learning styles, backgrounds and needs are given careful consideration
- Students experience tasks which challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline and achievement
- 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
- Students are engaged in real-life studies, exposed to experts and work on authentic projects
- Learning opportunities provide information to ponder, experiment and time to assimilate
- Students have opportunity to learn using technology, preparing them for the 21st century.

American River Charter School empowers students to fulfill all their learning requirements for graduation in a manner consistent with the philosophy of the school. Students may demonstrate their growth toward student standards in a variety of ways. However, the preferred measurement of learning is through completed assignments, projects, and age-dependent formative, summative and cumulative assessments. Application of critical-thinking skills and creative presentation will be encouraged.

Our 2014-15 Local Control Accountability Goals

Goal 1: Academic goals

All students will learn the skills and content necessary to make academic improvement in Common Core State Standards. Each student in the charter school is expected to be learning at their grade level and will be given the support needed to be college and career ready when they graduate. They will have access to a broad range of academic content, including art, music, drama, PE, and career tech education.

Goal 2: Technology goal

Students in grades 3-12 will use computers regularly. Keyboarding skills will be developed, and older students will submit final papers and assignments electronically. Students will be prepared for the Smarter Balanced Assessments, teaching the universal tools and keyboarding skills needed for their success.

Goal 3: School climate goal

ARCS students will focus on the qualities of respect, caring and safety. Our behavior-management goals sitewide will focus on these three areas. In addition, bullying will not be allowed. All students will be encouraged to develop a sense of civic responsibility and learn to respect and value the contributions of others while also developing their own interests and talents.

American River Charter School certificated teachers prepare lessons and assignments that are aligned with the Common Core State 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 lifelong learners while pursuing academic competencies and requirements. The key feature of our instructional approach is an individualized learning program where students are provided alternative educational approaches. Students learn in a variety of ways and are guided in assessing their individual learning styles. This individualized learning program might include the following: alternative class settings, such as but not limited to cooperative 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, job shadowing 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.

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.

Continued on sidebar



Director's Message

Continued

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 Success 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.

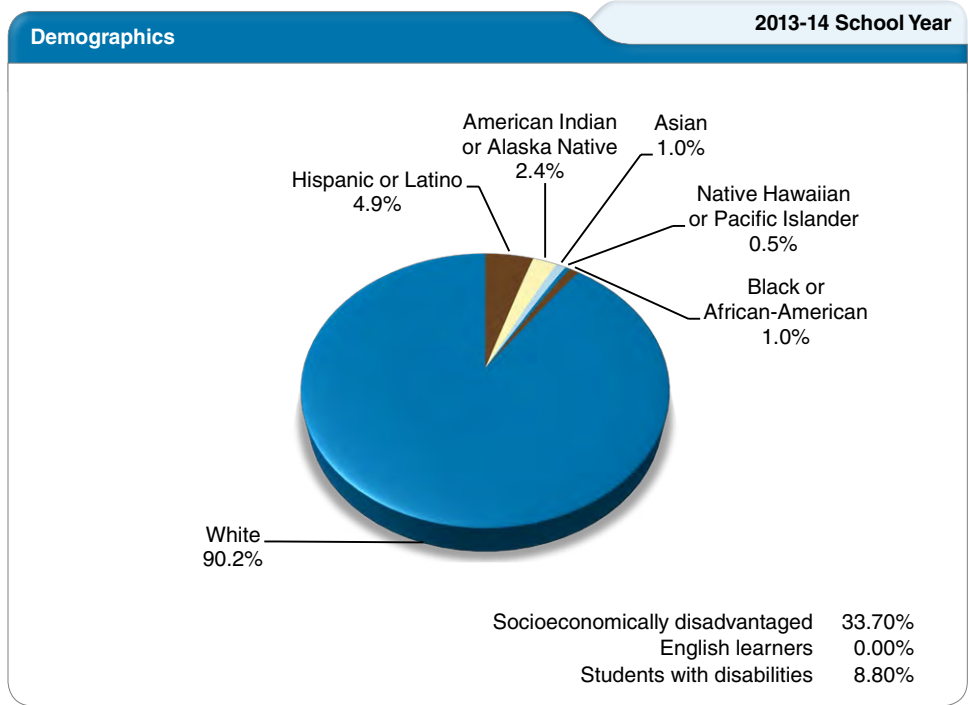
Students who participate in special-education programs will have their special learning needs addressed in their Individualized Educational Plan (IEP). Other students whose learning issues are not addressed by special-education programs may be addressed on an individual basis through general school resources. We address students needing interventions through our Student Study Team process providing small group instruction, tutoring or online support.

The American River Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. The charter will neither discriminate against any student on the basis of ethnicity, national origin, gender or disability, nor shall it charge tuition.



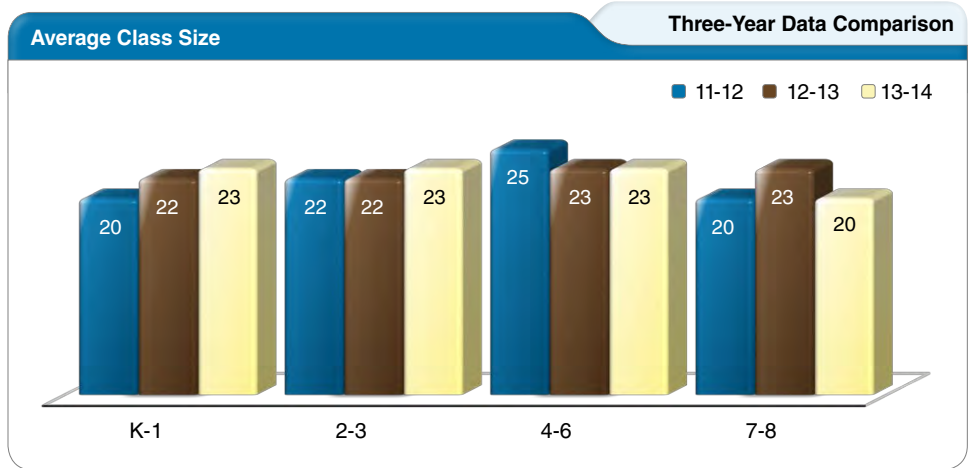
Enrollment by Student Group

The total enrollment at the school was 205 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

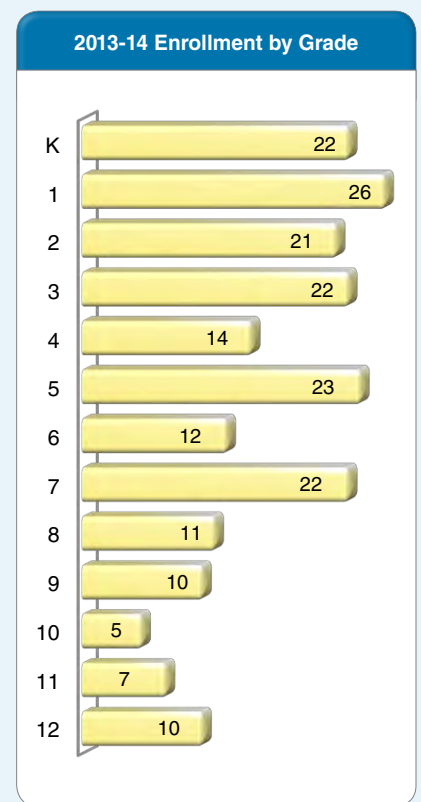


Number of Classrooms by Size **Three-Year Data Comparison**

Self-Contained Classes	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
Grades K-1	1			1				1	
Grades 2-3		1		1				2	
Grades 4-6		1			1			1	
Grades 7-8	1				1		1		

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

American River CS			
	11-12	12-13	13-14
Suspension rates	0.0%	0.0%	0.5%
Expulsion rates	0.0%	0.0%	0.0%
BOMUSD			
	11-12	12-13	13-14
Suspension rates	9.7%	9.8%	6.0%
Expulsion rates	0.3%	0.6%	0.2%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	American River CS			BOMUSD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	52%	63%	64%	62%	61%	57%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	57%
All students at the school	64%
Male	50%
Female	74%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	63%
Two or more races	❖
Socioeconomically disadvantaged	59%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	American River CS			BOMUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	52%	56%	49%	57%	55%	52%	54%	56%	55%
Mathematics	35%	41%	49%	51%	52%	53%	49%	50%	50%
History/social science	34%	62%	43%	51%	51%	44%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	3	3	4
Similar Schools API Rank	5	4	7

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			American River CS – Actual API Change		
	American River CS	BOMUSD	California	10-11	11-12	12-13
All students	786	786	790	⚡	-4	12
Black or African-American	❖	❖	707	⚡	■	■
American Indian or Alaska Native	❖	❖	742	⚡	■	■
Asian	❖	❖	906	⚡	■	■
Filipino	❖	❖	867	⚡	■	■
Hispanic or Latino	❖	777	743	⚡	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	⚡	■	■
White	789	787	852	⚡	-11	17
Two or more races	❖	❖	845	⚡	■	■
Socioeconomically disadvantaged	751	743	742	⚡	■	■
English learners	❖	❖	717	⚡	■	■
Students with disabilities	❖	632	616	⚡	■	■

⚡ The school first opened in the 2010-11 school year. Therefore, there is no 10-11 API data or comparison data.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year	
	American River CS	BOMUSD	
Met overall AYP	**	**	
Met participation rate			
English language arts	**	**	
Mathematics	**	**	
Met percent proficient			
English language arts	**	**	
Mathematics	**	**	
Met graduation rate	**	**	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year	
	American River CS	BOMUSD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2013-2014	
Year in Program Improvement*	◇	Year 1	
Number of schools identified for Program Improvement		3	
Percent of schools identified for Program Improvement		75.00%	

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	25.00%
Five of six standards	25.00%
Six of six standards	18.80%
Grade 7	
Four of six standards	21.40%
Five of six standards	28.60%
Six of six standards	28.60%

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
American River CS	64%	❖	❖	36%	❖	❖
BOMUSD	68%	54%	67%	69%	56%	73%
California	56%	57%	56%	58%	60%	62%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Scoring at Proficient or Advanced Levels	2013-14 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	33%	39%	28%
Mathematics	27%	49%	23%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC and CSU Admission

UC/CSU Admission	2012-13 and 2013-14 School Years	
	American River CS	
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14	24.17%	
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13	0.00%	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.



Governing Board

The American River Charter School shall be governed by the Black Oak Mine Unified School District Board of Trustees, which will serve as the charter board of the American River Charter School. The board of trustees may, from time to time and in its sole discretion, delegate this authority to one or more individuals.

The American River Charter School will also have a charter council (ARCS Council) which will be responsible for making recommendations to the board of trustees. The ARCS Council will be governed by bylaws established and approved annually by the council. The council will consist of 50 percent parents, students and community members; and 50 percent ARCS staff, plus one member to be designated by the Black Oak Mine Unified School District Board of Trustees. The member designated by the BOMUSD Board of Trustees will serve until his or her replacement is designated by the board of trustees. The ARCS director is a nonvoting member of the council. The Brown Act will govern all activities of the ARCS Council.

Course Enrollment for UC and CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

Career Technical Education Participation

Career Technical Education Data		2013-14 Participation
		American River CS
Number of Pupils Participating in CTE		10
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma		0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education		0%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013		
Group	American River CS	BOMUSD	California	
All students	80%	96.21%	84.56%	
Black or African-American	❖	❖	75.90%	
American Indian or Alaska Native	❖	87.50%	77.82%	
Asian	❖	❖	92.94%	
Filipino	❖	❖	92.20%	
Hispanic or Latino	❖	100%	80.83%	
Native Hawaiian or Pacific Islander	❖	100%	84.06%	
White	100%	97.39%	90.15%	
Two or more races	❖	❖	89.03%	
Socioeconomically disadvantaged	❖	92%	82.58%	
English learners	❖	❖	53.68%	
Students with disabilities	❖	93.75%	60.31%	

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See www2.ed.gov/policy/elsec/guid/hsrguidance.pdf for more information.

Graduation and Dropout Rates		Three-Year Data Comparison					
	Graduation Rate			Dropout Rate			
	10-11	11-12	12-13	10-11	11-12	12-13	
American River CS	66.67%	57.14%	80.00%	❖	28.60%	❖	
BOMUSD	95.20%	95.42%	91.55%	2.40%	2.00%	0.70%	
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Career Technical Education Programs

American River Charter School students have access to the ROP and vocational/ career educational classes at our district's comprehensive Golden Sierra High School. In addition, our home-school students can 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 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.
- Golden Sierra offers many ROP classes; some that our students have participated in are ROP auto and ROP construction.

Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at the school.

Textbooks and Instructional Materials

This is the fifth year of our charter school, which uses many of the same adopted texts as BOMUSD for grades K-8. The 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 have no English learner students at this time.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	Common Core Triumph Learning (5-8), Houghton Mifflin (K-4)	2014 & 2003
Mathematics	<i>Math in Focus</i> (K-6)	2014
Mathematics	CPM (7-8)	2014
Science	Prentice Hall and teacher-developed materials	2002
History/social science	<i>History Alive!</i> , TCI (6-8); Scott Foresman (K-5)	2004
Art	<i>Art in Action</i> (3-6)	2014

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2014-15 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2014-15 School Year
American River CS	Percent Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and Performing arts	0%	
Foreign language	◇	
Health	0%	
Science laboratory equipment	◇	

◇ Not applicable.



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	9/11/2014

School Safety

The American River Charter School has a School Safety Plan working in conjunction with the administration of BOMUSD. We have monthly fire drills and other emergency (lockdown and shelter-in-place) drills two to three times a year. School safety is a top priority at American River Charter School.

Our Safety Plan was developed by a team of staff, parents and our District nurse. It is reviewed each fall and training for all staff in procedures for fire drills, lockdowns and evacuations. In addition all student's Health Plans are reviewed with staff. We review Board Policies on Discipline, including Suspensions, Visitor Policy and District Wellness Policies.

Our ARCS Safe School action plan includes our mission, 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 have implemented PBIS, Positive Behavior Interventions and Supports this year.

Before-school supervision is provided on-site by teachers and volunteer parents. Teachers and other staff rotate duties with yard and playground supervision. Our suspension and expulsion policies follow the BOMUSD policies and are available in our school handbooks and website.

The School Safety Plan was last reviewed on September 8, 2014.

School Facilities

American River Charter office and Site Program are located at 6620 Wentworth Springs Road in Georgetown. The Home School Program meets in various locations within our community as well as having a resource library/classroom on campus.

District custodial staff maintains a safe, clean learning environment. There is one daytime custodian who responds to operational needs and one evening custodian who cleans the school on a daily basis. District and grounds maintenance staff perform grounds duties and respond to repairs as needed. This year, we added a classroom, and it has been updated with new heating-and-cooling system and technology equipment, like routers and switches.

We have a Safe School Plan that addresses evacuation in case of an emergency. We work with the BOMUSD office and transportation staff to provide a plan for lockdown and intruder procedures.

Last fall, the district's bond and modernization grants funded solar panels being installed at our school.

This year, Proposition 39 funds will allow for the replacement of all HVAC units in the classrooms and office.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			1/10/2015
Date of the most recent completion of the inspection form			1/10/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Structural	Roof on office has been repaired - September 2014. School scheduled to be re-roofed (5-year plan) 2016-17.	

Professional Development

Last year, some of American River Charter School teachers participated in district and county staff-development opportunities. In the summer of 2011, some of our site teachers participated in the Highly Effective Teaching (HET) training sponsored in BOMUSD. Several staff members are participating in Beginning Teacher Support and Assessment (BTSA) with support providers assisting with their goals as beginning teachers. Home-school and site staff are learning and applying new technology skills through our county training on the iPad. Eight of 11 teachers participated in the summer Common Core Symposium offered by the El Dorado County of Education in 2013.

The ARCS Home School staff attends the California Charter Schools Conference and Independent Study Compliance Conference each year, learning about state charter policies, governance and the latest curriculum options.

We have early release days every Friday for staff to meet, look at student work, and collaborate together on strategies to develop our school culture and student success.

In 2013-14 and 2014-15, there are four half-days in addition to 30 Friday afternoons (early release) dedicated for professional development. We will work on redefining our teaching practices with the new Common Core standards and focusing on writing across the curriculum in preparation for the new state testing model, Smarter Balanced.

Each year, we will work toward our goals for students through our Single Plan for Student Achievement. We have staff and parent input in the development and implementation of the plan. Our major areas of focus are to improve English-language arts and math skills and accountability for all students.

We also have new LCAP goals in addition to the academic goals to address our technology and school climate.

Professional Development Days	
2012-13	30 early release days
2013-14	30 early release days (1 hour) and 4 minimum days (two hours)
2014-15	7 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	BOMUSD	American River CS		
Teachers	14-15	12-13	13-14	14-15
With full credential	75	10	10	12
Without full credential	0	0	0	0
Teaching outside subject area of competence	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	American River CS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
American River CS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.



Types of Services Funded

As a charter school, we do not receive additional federal or state funds like Title I, or Gifted and Talented Education (GATE). This year, we will be working with our authorizing BOMUSD on the Local Control Funding Formula.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	✧
Support Staff	
Social/behavioral or career development counselors	FTE
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.17
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	0.00
Resource specialist (non-teaching)	0.00
Other	
Teaching assistants	FTE
Early mental health specialist	1.46
	0.50

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2012-13 Fiscal Year	
	BOMUSD	Similar Sized District
Beginning teacher salary	\$37,796	\$38,152
Midrange teacher salary	\$48,356	\$55,573
Highest teacher salary	\$70,033	\$71,908
Average elementary school principal salary	\$96,244	\$87,660
Average high school principal salary	\$98,188	\$93,606
Superintendent salary	\$128,000	\$116,538
Teacher salaries — percent of budget	33%	34%
Administrative salaries — percent of budget	7%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
American River CS	\$6,142	\$48,854
BOMUSD	\$5,885	\$58,198
California	\$4,690	\$57,912
School and district — percent difference	+4.4%	-16.1%
School and California — percent difference	+31.0%	-15.6%

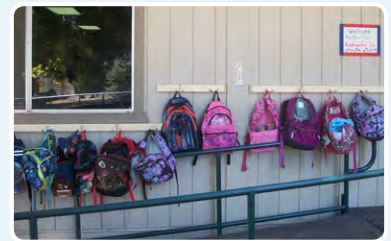
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$6,218
Expenditures per pupil from restricted sources	\$76
Expenditures per pupil from unrestricted sources	\$6,142
Annual average teacher salary	\$48,854

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils 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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.