

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
1	Academics - To improve student proficiency in math so as to meet or exceed State Standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance Star 360 Math Assessment California School Dashboard SBAC testing	2020/2021 Star 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 63% Grade 4 = 63% Grade 5 = 16% Grade 6 = 40% Grade 7 = 28% Grade 8 = 33% Grade 11= 66%	ARCS students will participate in SBAC and will report all results on their dashboard	ARCS students showed a decrease in proficiency according to the SBAC results of 21/22. ARCS scores were in line with the district as a whole. With new supports in place, it is expected that ARCS students will score 55% proficient on the 22/23 SBAC test.	CAASPP 2023 data-- All students improved 9.5 points SED students improved 36.2 points	90% of ARCS students will achieve proficiency in math so as to meet or exceed state standards.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There is no substantial differences in our goal for the upcoming LCAP. We have found success and we will layer new programs and opportunities upon continuing actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We serve a lower economic clientele and made efforts to address this groups access to curriculum and instruction. We offered We saw a 36 point increase in success for this group.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Academics - To improve student proficiency in ELA so as to meet or exceed State Standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance Star 360 Reading assessments SBAC Testing California School Dashboard	2020/2021 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 44% Grade 4 = 47% Grade 5 = 66% Grade 6 = 67% Grade 7 = 77% Grade 8 = 42% Grade 11 = 23%	ARCS students participated in the SBAC testing and will post results as they become available.	ARCS students showed a decrease in proficiency according to the SBAC results of 21/22. ARCS scores were in line with the district as a whole. With new supports in place, it is expected that ARCS students will score 55% proficient on the 22/23 SBAC test.	ARCS increased 2.8 points on the SBAC(22/23)	90% of ARCS students will achieve proficiency in ELA so as to meet or exceed state standards.
Step up to Writing essay assessments-- BOMUSD district approved writing assessment:	2020/21 Proficiency = 3 Grades 2 - 6 (1 - 4 rubric) 2.5 Grades 7 - 8 (1 - 4 rubric) 2.5	2021/2022 Grades 2-6(1-4 rubric) 2.5 Grades 7-8(1-4 rubric) 3.0	2021/2022 ARCS instituted more writing genres and assessments throughout the year. We also expanded the grade levels required to be assessed. Grades 2-6(1-4 rubric) 2.5	Grades 2-6(1-4 rubric) 2.5 Grades 7-8(1-4 rubric) 3.0 Grades 9-12(1-4 rubric) 3.0	90% of ARCS students will achieve proficiency in Writing so as to meet or exceed state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grades 7-8(1-4 rubric) 3.0 Grades 9-12(1-4 rubric) 3.0		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Improve student achievement through enhanced school culture and increased family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Increased student and family engagement:	Survey Results were 70 percent of eligible respondents		Survey results were 70%	Survey results were 75%	Survey participation will be 90%
2. Improved Attendance as measured by attendance reports in Aeries	Aries Attendance report 94%	Attendance at 97%.	Attendance at 96%	Attendance at 97%	ARCS attendance will be 95 percent

Goal Analysis

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Technology: Replace old technology (hardware) and increase training in software used for record keeping, communication, and educational curriculum. Also, create a more robust website where families can find important information related to their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. 190 electronic devices:	150 Chromebooks 40 Apple I pads	Put off until 22/23	Purchase 50 new chromebooks. Increased teacher technology training. Trained new staff in district/state systems	Purchase 50 chromebooks 22/23	Replace 150 Chromebooks: Add 100 new Chromebooks:

Goal Analysis

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A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Career training and College Readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate: 100% of eligible students Percent of graduates indicating a college path Percent of students participating in a CTE course	All 16 eligible students graduated in 2021. 40 percent indicated a college path. 3 percent of eligible students participated in a CTE program	All eligible students graduated in 2022. 4 students were early graduates so they could pursue work opportunities. We had 9 students who were college bound.	ARCS website created links to college and career resources on it's website. ARCS added 35 a-g and CTE courses.	22/23 ARCS website created links to college and career resources on it's website. ARCS added 35 a-g and CTE courses.	100% of high school students will graduate 60 Percent of graduates will indicate a college path 15 percent of students will participate in a CTE course

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
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