

# Arete Charter Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Arete Charter Academy
<b>Street</b>	22431 Kingston Lane
<b>City, State, Zip</b>	Grass Valley, CA 95949
<b>Phone Number</b>	530-268-2805
<b>Principal</b>	Sarah Schwartz (Director)
<b>Email Address</b>	sschwartz@prsd.us
<b>Website</b>	arete.prsd.us
<b>County-District-School (CDS) Code</b>	29663730136424

Entity	Contact Information
<b>District Name</b>	Arete Charter Academy (Pleasant Ridge Union School District)
<b>Phone Number</b>	530-268-2800
<b>Superintendent</b>	Rusty Clark
<b>Email Address</b>	rclark@prsd.us
<b>Website</b>	www.prsd.us

### School Description and Mission Statement (School Year 2019-20)

Arete Charter Academy opened in August 2017 on the campus of Magnolia Intermediate School in Grass Valley, CA. Arete recognizes the value of each child and strives to inspire students to learn and grow to their potential by providing a quality education through a positive learning experience. We work in partnership with the home and community to meet the individual needs of the student and develop the learning and social skills necessary for maximizing lifelong learning potential.

Arete Charter Academy believes that an educated person in the 21st Century is a confident, life-long learner, who can communicate effectively, think creatively, reason logically, manage resources effectively, and understand and capitalize on their own talents, strengths, and abilities. Arete Charter Academy will improve educational opportunities for students and families in Nevada County and surrounding counties by providing a school that is:

Offering a rigorous academic curriculum to all its students.

Committed to maintaining high expectations for both academic and personal performance.

Believing that students deserve the opportunity to have instruction delivered in a way that is meaningful and accessible to them.

Providing a supportive school environment.

Including parental involvement as an essential element of a quality educational experience.

Acknowledging that every person is valuable and deserves respect.

Knowing that all students can learn and that they learn in different ways.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	4
Grade 3	3
Grade 4	6
Grade 5	5
Grade 6	6
Grade 7	10
Grade 8	7
<b>Total Enrollment</b>	<b>46</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	2.2
Hispanic or Latino	8.7
White	89.1
Socioeconomically Disadvantaged	21.7
Students with Disabilities	19.6
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	7	66
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K12 K-5th Grade; Accelerate Education 6-8th Grade	Yes	0
Mathematics	K12 K-5th Grade; Accelerate Education 6-8th Grade	Yes	0
Science	K12, Environmental Education Initiative K-3, Science Weekly 4-5th Grade; Accelerate Education 6-8th Grade	Yes	0
History-Social Science	K12, Environmental Education Initiative K-3, and Social Studies Weekly 4-5th Grade; Accelerate Education 6-8th Grade	Yes	0
Foreign Language	Accelerate Education 6-8th Grade	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Arete Charter Academy is located on the campus of Magnolia Intermediate School, which was first opened in 1975 after a conversion of a technology manufacturing center into a middle school. Additional classrooms, multipurpose technology centers, art, science, and other facilities were added from 1979 through 1990. An additional multipurpose room was completed in 2001 and three relocatable classrooms were added in 2006. The 34-acre school site is shared with Cottage Hill School. The campus totals 40,000 sq. ft. of educational facilities. School playgrounds were reconstructed in 2007 through a joint project with the Bear River Recreation and Parks District. The facilities are widely used by the recreation district during non-school hours.

Magnolia Intermediate School provides a safe, clean environment for all students, staff and public use. All facilities are in "good repair" as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction. The school is also maintained by the standards established by the District Board of Trustees.

The maintenance and custodial staff consist of a full-time maintenance worker and 1.5 F.T.E. school custodians. The Assistant Director of Maintenance also provides services to the site. The school is cleaned and maintained on a regular basis. Kitchen facilities are subject to inspection by the county health department. No Williams Act complaints regarding the condition of the school facilities have been filed.

The District is committed to providing an attractive, safe, clean environment that enhances the instructional program and provides for a positive school experience for all students. For more information about the condition of the school facilities, please contact the school principal.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January 2020

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	The Arete classrooms are in good condition as they received new carpet and paint in 2018.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	34	52	48	50	50
Mathematics (grades 3-8 and 11)	21	22	42	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100.00	0.00	34.48
Male	29	29	100.00	0.00	24.14
Female	29	29	100.00	0.00	44.83
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	47	47	100.00	0.00	29.79
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	11	11	100.00	0.00	18.18
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100.00	0.00	22.41
Male	29	29	100.00	0.00	17.24
Female	29	29	100.00	0.00	27.59
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	47	47	100.00	0.00	21.28
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	11	11	100.00	0.00	18.18
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	26.7	13.3	33.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2019-20)**

Parents are invited to be on the Parent Action Committee. It includes representatives from the following: teachers, an administrator, students, parents, and community members. The Action Committee meets three times per year to discuss goals and student progress on indicators described in the LCAP and to direct field trip and enrichment opportunities.

During the Spring of 2019, Fall of 2019, and Winter of 2019 an invitation was sent to all parents inviting them to the Parent Input Meeting. In March and April, parents and students were provided the opportunity to participate in a survey to provide input on the development of educational and school climate goals. Additionally, parents and students are interviewed at each 20 day Parent-Student-Teacher Triad meeting to discuss needs and concerns.



Arete created and dispenses a Home School Best Practice Parent Handbook to new families and holds multiple parent trainings throughout the year to help prepare parents to better support their students in home school. An online closed parent group was created for parents to share ideas, problem solve issues, and schedule play dates, etc. Orientations are held for enhanced support to promote student attendance and engagement, and increasing parent engagement opportunities.

Parents are invited to monthly field trips, class parties, and three evening family get togethers where students and parents can meet each other. This year we added a Back to School Ice Cream Social that was well received. Three times per year, families are invited to participate in Love & Logic parenting classes.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.0	0.0	3.5	3.8	2.8	3.6	3.5	3.5
Expulsions		0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

The Pleasant Ridge Union School District has developed a comprehensive districtwide safety plan that identifies major safety concerns as well as specific prevention and action strategies involving the community and local law enforcement agencies. In conjunction with district goals and priorities, Arete Charter Academy's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. Arete is located on the campus of Magnolia Intermediate school and as such is included in Magnolia's Comprehensive School Safety Plan. The safety plan is regularly reviewed and updated as new information becomes available. The date of the last review/update was October 2019.

**D. Other SARC Information**

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.10
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.08
Resource Specialist (non-teaching)	1.0
Other	0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,511.51	\$2,199.29	\$10,312.22	\$81,367.00
District	N/A	N/A	\$8,326.81	\$73,328.33
Percent Difference - School Site and District	N/A	N/A	21.3	10.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	31.5	4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The estimated expenditure for students attending Arete Charter Academy is \$10,600.96 per student per year. This provides for all educational services and instructional materials, food and health services through the General Fund, Lottery, special state, and federally funded programs and grants.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,455	\$49,378
Mid-Range Teacher Salary	\$69,553	\$77,190
Highest Teacher Salary	\$86,249	\$96,607
Average Principal Salary (Elementary)	\$106,376	\$122,074

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$108,461	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$136,812	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Pleasant Ridge Union School District offers four Professional Development days per year. Curriculum improvement goals and programs are directly correlated to identified needs and are based on student assessment data and input from staff, administration and the Peer Assistance and Review/Professional Development and Assistance Program Committee. Areas of professional development may include new curricular adoptions, technology updates, behavior management practices, student health needs, as well as strategies and techniques to effectively implement the curriculum. Specific focus will continue to be placed on student application of the California State Content Standards. Methods include district wide and site level activities, as well as a “mini-conference” style format with outside consultants who provide professional development training. Throughout the year, staff attend on-site trainings, conferences, workshops, and school visitations. Support for staff is provided by curriculum specialists, Beginning Teacher Support Program (BTSA) coaches, mentor teachers, the district psychologist, district nurse, district counselor and administration.