

AMERICAN RIVER COLLEGIATE ACADEMY

Annual Performance Report 2022-23



Submitted to
Sacramento County
Board of Education



ROCKLIN ACADEMY
FAMILY OF SCHOOLS

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I. Key Questions Guiding American River Collegiate Academy's Annual Report

Key Questions

The evaluation of a school can be a very complicated and involved process. However, no matter how complex and involved the process may be, at its core, it needs to be based on some fundamental objectives/criteria. In the writing of the American River Collegiate Academy (ARCA / the Academy) charter, significant thought was given to the issue of assessing the Academy. Based on the work of Ted Kolderie, three key questions were incorporated into American River Collegiate Academy's Charter to guide the ongoing evaluation of the school.

1. Is American River Collegiate Academy's academic program a success?
2. Is American River Collegiate Academy a viable organization?
3. Is American River Collegiate Academy true to its charter?

II. Mission Statement, Vision Statement, and Core Values

Mission Statement

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

Vision Statement

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

Core Values

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.

5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

III. Review of Major Activities and Progress

Overview of Major Activities and Progress in the 2022-23 School Year

American River Collegiate Academy began serving students on August 13, 2020. The 2022-23 school year was the third year the school site had the opportunity to serve and support students in the Citrus Heights community and the second year we were back to a full day, in person instructional model.

This past year, we prioritized and targeted instruction by focusing on patterns of academic strengths and weaknesses in order to develop pathways for students to progress toward proficiency in all content areas. All students continued to be provided with the necessary tools to engage in learning including Chromebooks, textbooks, and school supplies. Additionally, Tier II and III supports were implemented at all grade levels to address learning gaps and support catch up growth.

During the 2022-23 school year, our students, families, and staff engaged in a variety of in person, community-based events. At the start of the school year, we welcomed existing and new families on campus for our annual Meet the Teacher and Back to School Night events. Additionally, our Parent School Partnership (PSP) hosted a number of community events throughout the school year including: Fall Festival, Family Movie Night, Spring Fling, and multiple restaurant nights. Our staff participated in thirteen professional learning days throughout the course of the school year, which provided teachers and support staff the opportunity to reflect on and refine their professional skills, create opportunities for students to establish and maintain a sense of community in their classrooms, and develop targeted instructional plans aligned to grade level Common Core and essential standards.

We continued to follow our board-approved health and safety guidelines in relation to student illness and Covid-19. Without limitations around social distancing, staff was able to implement a variety of instructional practices to support students including, but not limited to: small group instruction, flexible grouping and seating, shared use of supplies and classroom learning resources, and intervention supports that allowed for greater flexibility.

During the 2022-23 school year, we served 12 transitional kindergarteners, 17 kindergarteners, 20 first graders, 19 second graders and 12 third graders. This is a total of 80 students with 100% intending to return next school year. All families stayed engaged in the school community through our thriving PSP community, school events, academic partnering, and volunteering in the classroom. We were delighted at the outpouring of support and partnership from our families and the community throughout the school year.

Establishing a sense of normalcy on campus last year was a relief and point of excitement for our students, families, and staff. We strongly felt that our third year was our strongest yet. We continued to grow in numbers, while serving a student population that reflected the diversity of the community of Citrus Heights and remained open to all students regardless of race, gender, socioeconomic status, or disability.

We are excited to continue establishing our own unique customs and traditions, while maintaining our high expectations around learning and student achievement.

Strategic Planning

In partnership with Friday, a strategy and design firm, RAFOS pursued a four-phased approach to strategic planning to guide the organization towards a strong sense of identity, updated 3-5 year core goals, and key strategies, and a supporting action plan. The first phase identified internal and external factors influencing the organization, incorporating findings on key conditions of learning from the Highlight Student Equity survey. During the second phase, a strategic planning committee was formed to participate in two full-day strategic planning workshops to process key findings; revisit the organization's identity and long-term impact; and bridge its current reality with its desired impact by identifying strategic priorities and defining 3-5 year core goal outcomes. The third phase produced two foundational strategic planning documents: a Theory of Change ([Appendix A](#)), communicating an updated vision for our model, values, approach, and impact; and a 2022-2027 Strategic Plan Framework ([Appendix B](#)), summarizing our 3-5 year organization-wide core goals and key strategies. The fourth phase helped translate RAFOS' high-level vision into an action plan that was implemented in the 2022 -2023 school year ([Appendix C](#)).

LCAP Goals for the 2023-2024 School Year

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023-24 LCAP year include:

- Budget Overview for Parents (BOP)
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions
- The [2023-24 LCAP Package](#) is posted to our website.

Data and information that was gathered through educational partner engagements and surveys helped guide the development of the 3-year LCAP and annual updates.

This process led us to three main areas of focus. Goal one, on academic achievement, goal two, on the social emotional needs of our students, and goal three, on chronic absenteeism rates. These goals are supported by several actions that are outlined in the LCAP. When developing the actions, we first considered the unique needs of our high-needs students to ensure that we would have appropriate plans in place to support them and eliminate any potential barriers to their success.

Goal 1

Rocklin Academy Family of Schools will increase the academic growth and achievement of all students, while equalizing gains for ELA and math as well as closing achievement gaps with underperforming student groups.

Goal 2

Rocklin Academy Family of Schools will cultivate students who are responsible, compassionate, and engaged citizens.

Goal 3

Chronic absenteeism rates will decline for “all students” and socioeconomically disadvantaged students at American River Collegiate Academy.

Expanded Learning Opportunities Grant

For the 2022-2023 school year, Rocklin Academy Family of Schools utilized the ELO Grant to support students. American River Collegiate Academy prioritized the grant funds to support our EL and SED students and provide structures for additional learning. Funds were also provided to provide support to students needing additional instruction and practice on grade level targets to meet essential standards for each grade level. The following areas were supported with the ELO grant.

1. Summer Academy is categorized as extending instructional learning time.
2. LLI Tier II intervention curriculum is categorized under integrated student supports.
3. Enrichment Support Specialist to support accelerating progress. On top of providing Tier II supports, our ESS teacher provided before school math instruction, push-in math support for SED students, and pull out designated EL supports.
4. Professional Development for staff to help support extending instructional learning instruction with Tier II support in the classroom.

Professional Development

We value professional learning and dedicate time for staff each year. This year, we instituted early release Mondays to support these efforts. We held 13 full days of professional development and professional team time every Monday. For the 2022-23 school year American River Collegiate Academy set six site goals:

1. **Response to Intervention:** Enhance strategies and structures for providing strategic tiered instruction to support academic growth and achievement of all students in ELA and math.
2. **Supporting English Learners:** Provide designated ELD within the classroom in order to maintain achievement with English learners in ELA and math.
3. **Supporting Students with Disabilities:** Utilize principles of UDL to close achievement gaps with students with disabilities in ELA and math.
4. **SEL/Culture:** Use PBIS, In Focus, and the 8 Keys of Excellence to create a community environment where students feel safe and connected.
5. **Essential Standards:** In district teams, review and revise supporting documents for ELA & Math essential standards to ensure that teacher clarity and vertical articulation is achieved.
6. **Family Partnership:** Increase family involvement through two-way communication, volunteering, and site events.

These goals aligned to our 2022-2023 LCAP goals:

Goal 1

Rocklin Academy Family of Schools will increase the academic growth and achievement of all students, while equalizing gains for ELA and math as well as closing achievement gaps with underperforming student groups.

Goal 2

Rocklin Academy Family of Schools will cultivate students who are responsible, compassionate, and engaged citizens.

In connection with LCAP goal 1 and professional development goals, teams spent a majority of their professional development days analyzing data and monitoring student progress in the areas of reading and math. As a result of that work, teams were able to take action to improve instruction and design CKSci curriculum to meet students' needs. In the area of science, teams were trained on the new CKSci pilot, its alignment to NGSS standards, and time to apply their learning in their lesson plans and instruction. Professional Development was also presented with an additional lens of anticipating barriers for EL and SED students in order to address and create equitable opportunities for all.

For LCAP goal 2 and a professional development focus on community building, professional development time was provided to strengthen out tiered instruction for social emotional learning, providing training for trauma informed practices, setting school-wide social emotional goals with specific strategies to monitor student well-being, and creating a solid and supportive PBIS structure for students, staff, and families. Additionally, staff were engaged in the school community by creating a welcoming community. Staff was present for morning and afterschool drop off, engaged

in fundraising nights with families, attended school wide events, participated in Citrus Heights community events, and facilitated on site events like Kindness Week, Spirit Weeks, and appreciation communication to our volunteers. Teaching staff provided weekly communication, conferences, and offered regular meetings for parents to engage in their child's learning and school community. American River Collegiate Academy also offered a daily check-in for families who were unable to attend school based on illnesses which gave families the opportunity to receive support and find connection daily with a staff member.

In addition, as a learning organization, RAFOS staff has also participated in various professional development and training provided by SCOE to expand our skills and knowledge in serving diverse student populations. The Superintendent and Director of Educational Services participated in the CSLA Charter Community of Practice and our entire Cabinet Team participated in the two day *Deep Change Leadership* with Dr. Doug Reeves. During the *Deep Change Leadership* professional development, our team was able to collaborate with Dr. Marty Martinez and Margaret Arthofer about extending our learning to our entire leadership team. SCOE's team graciously sponsored our leadership team, including all principals, assistant principals, instructional coach and our Director of Educational Services, to attend Dr. Doug Reeves Equity and Excellence conference in June. We are tremendously grateful for the opportunity to partner and learn from the staff at SCOE in our commitment to provide equitable outcomes for all students.

IV. Student Recruitment and Demographic Data

Marketing and Recruitment

American River Collegiate Academy strives to serve the students and community of Citrus Heights and replicate the diversity and needs of the surrounding schools. In an effort to mirror the enrollment of the San Juan Unified School District schools closest to the proposed American River Collegiate Academy site, we have prioritized enrollment preferences to socioeconomically disadvantaged students, foster youth students, and San Juan Unified residents. Preferences are also offered to siblings of currently enrolled students and children of full-time employees and board members. We have implemented several tactics this year including Search Engine Marketing, targeted social media ads, print and radio advertisements in Russian Media, and attending community events.

We continue to engage with community organizations with which we have established relationships, including the Chamber of Commerce, Rotary, Single Mom Strong, the Sayonara Center, and Citrus Heights Neighborhood Associations.

In advance of the 2023-24 enrollment cycle, we did some secondary research to create community profile reports to better understand the demographics immediately surrounding our schools. This has allowed our marketing campaign to be more targeted, more efficient, and more successful. Utilizing the information learned via the community

profile reports, we created a targeted social media campaign toward American River audiences.

We held multiple parent information meetings, providing an overview of American River Collegiate Academy including Core Knowledge Curriculum and how it is implemented.

Enrollment and Demographics

Ethnic Breakdown

Ethnicity	SJUSD Near ARCA (2021-22)	ARCA (2020-21)	SJUSD Near ARCA (2021-22)	ARCA (2021-22)	SJUSD Near ARCA (2022-23)	ARCA (2022-23)
African American	4%	4%	7%	3%	5%	4%
Asian	3%	19%	9%	12%	3%	8%
Hispanic or Latino	35%	11%	26%	28%	34%	25%
White	50%	41%	48%	39%	49%	46%
Two or More Races	7%	26%	8%	18%	7%	18%

Student Groups

Student Group	SJUSD Near ARCA (2021-22)	ARCA (2020-21)	SJUSD Near ARCA (2021-22)	ARCA (2021-22)	SJUSD Near ARCA (2022-23)	ARCA (2022-23)
English Learners	13%	19%	15%	15%	16%	11%
Foster Youth	1%	0%	<1%	0%	0%	0%
Homeless	6%	0%	4%	2%	5%	0%
Students with Disabilities	15%	4%	13%	12%	17%	9%
504	Internal Data	7%	Internal Data	2%	Internal Data	4%
Socioeconomically Disadvantaged	58%	33%	52%	46%	66%	34%

Source: [DataQuest, Enrollment by Grade Report](#)

San Juan Schools near ARCA include: Mariposa Avenue Elementary, Carriage Drive Elementary, and Woodside K-8

Enrollment

Category	2020-2021	2021-2022	2022-2023
Male	53%	52%	55%
Female	47%	48%	45%
Transitional Kindergarten	N/A	N/A	12
Kindergarten	17	24	17
First Grade	10	23	20
Second Grade	N/A	14	19
Third Grade	N/A	N/A	12
Fourth Grade	N/A	N/A	N/A
Total	27	61	80

Source: [DataQuest, Enrollment by Grade Report](#)

LCFF Unduplicated Pupil Count

School Year	Enrollment	Count	Unduplicated Count as a Percentage of Enrollment
2020-21	27	12	44.44%
2021-22	61	33	54.09%
2022-23	80	33	41.25%

Source: [Ed-Data, Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth](#)

2022-23 data: [California Department of Education: Free or Reduced-Price Meal \(FRPM\) file](#)

Free and Reduced Lunch Eligibility

American River Collegiate Academy provides free and reduced lunch for students who meet eligibility requirements.

American River Collegiate Academy (2022-23)	San Juan Schools Near ARCA (2022-23)	San Juan Unified School District (2022-23)
33.8%	65.4%	54.2%

Source: [California Department of Education Free and Reduced Price Meals Report 2022-23](#)

V. Rocklin Academy's Academic Program

One of the most important elements that sets American River Collegiate Academy apart from other schools is its enriching, research-based, and proven Core Knowledge curriculum. Beginning with the foundation of the Core Knowledge Curriculum Sequence and implementing it with rich and engaging materials and outstanding teaching, the Academy provided an excellent educational opportunity for students in grades TK through third grade during the 2022-2023 school year.

Core Knowledge and the Core Knowledge Movement

The Core Knowledge movement is an educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. The movement was started by Dr. E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need* and is based on a large body of research in cognitive psychology, as well as a careful examination of several of the world's fairest and most effective school systems. Dr. Hirsch believes that early schooling should provide a solid, specific, shared core curriculum to help children establish strong foundations of knowledge. After wide consultation, the content of this core curriculum has been outlined in two books -- the Core Knowledge Preschool Sequence and the Core Knowledge Sequence, Pre-K-8 -- which explicitly state what students should learn at each grade level. "Only a well-rounded, knowledge-specific curriculum can impart needed knowledge to all children and overcome inequality of opportunity." - *E.D. Hirsch, Jr., Core Knowledge Foundation Chairman and Founder Why Knowledge Matters (2016)*

The Core Knowledge sequence provides for the logical progression of subject content throughout a child's schooling. The social studies sequence, for example, presents periods of American history beginning in the second grade and continuing into eighth. This allows students to constantly build upon prior knowledge, thus enhancing interest level and individual self-confidence year after year. The Academy uses the Core Knowledge approach in social studies and science in order to go above and beyond the California State Standards and to give our students genuine ownership of their own

learning process. For more information about Core Knowledge, readers are asked to visit the [Core Knowledge website](#).

Rocklin Academy uses several curricular materials and programs to implement Core Knowledge and to provide a comprehensive educational program. Summarized below are key components of these programs.

Language Arts

American River Collegiate Academy's language arts curriculum provides solid, research-based instruction using the research of reading experts from the Report of the National Reading Panel and Put Reading First. The Core Knowledge Sequence ensures that content is incorporated into the language arts blocks, which ensures a knowledge-rich curriculum core for all students.

American River Collegiate Academy's program provides strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (learning how to communicate with others in print). It will continue to include ongoing student assessment. The program will continue to support the teaching of spelling, vocabulary, grammar, usage and mechanics, penmanship, listening, and speaking.

Our TK-3 curriculum addresses the areas of phonemic awareness, systematic and explicit phonics instruction, fluency, and vocabulary. For older students, the focus will continue to be on teaching comprehension, genre, and content literacy. This will continue to be accomplished through independent reading, guided reading, close reading, literature study and analysis, concept and comprehension strategies, word analysis, and the reading/writing connection.

The instructional materials used include:

- Core Knowledge Language Arts and Literature - grades TK-8
- Trade Books related to Core Knowledge content TK-8
- Reference books and online resources

Core Knowledge Literature

The Core Knowledge literature sequence is rich, engaging and builds the cultural literacy of students. It includes poetry, sayings and phrases, and classic literature at all grade levels. There is an equitable balance between both fiction and nonfiction literature, which aligns beautifully to the Common Core State Standards. Additionally, the Core Knowledge literature sequence is easily integrated with the history content for each grade level which assists the teacher in developing and implementing thematic instructional strategies.

English Language Development

The mission of American River Collegiate Academy English Learner Program is to develop English language listening, speaking, reading, and writing skills in students whose primary language is not English as quickly and as effectively as possible.

American River Collegiate Academy meets all applicable legal requirements for English learner progress and proficiency as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness and standardized testing requirements. Students who indicated a primary language other than English on their Home Language Survey were administered the Initial English Language Proficiency Assessment for California (Initial ELPAC). Of these, assessment data results identified students as English learners and as Initially Fluent English Proficient (IFEP).

For the 2022-23 school year, American River Collegiate Academy had 11% of their students identified as English Learners. Rocklin Academy Family of Schools invited all English learner families to a parent information night geared toward the specific learning needs of English learners. Parents were provided resources about the state language assessment, information about our English language development program, how to support their child at home and a small group format to ask questions. American River Collegiate Academy works to develop high levels of academic language proficiency in the four domains of language (reading, writing, listening and speaking) in grade-level content standards across the curriculum. Teachers provide English learners with both English Language Development (ELD) and English Language Arts (ELA) instruction appropriate to each student's proficiency level utilizing the Structured English Immersion program. Integrated ELD instruction was provided to all English learners daily.

Designated ELD instruction was provided to all English learners daily through the support of the classroom teacher and our Enrichment Support Specialist. Staff received professional learning opportunities around EL instruction for both integrated and designated ELD instruction.

Mathematics

American River Collegiate Academy uses Eureka Math, also known as Engage New York, curriculum for transitional kindergarten through third grade mathematics instruction. The content and instructional approach used by Eureka Math meet both California Common Core State and Core Knowledge standards. There is a continual review of the concepts learned along with frequent and cumulative testing. The instructional approach, specifically incremental development, continual review of concepts, and frequent and cumulative testing, embodied in the Engage New York curriculum is consistent with that used by Core Knowledge.

The Eureka Math curriculum is used throughout the United States. Extensive paper and online resources support this curriculum. Additional material and information about this math program are available on the [Great Minds website](#).

American River Collegiate Academy will continue the successful practices utilized to offer opportunities for students who are working above and below grade-level. For students working above grade-level in mathematics, our common school-wide schedule for mathematics instruction accommodates their participation in appropriate grade-level work. Curriculum differentiation opportunities are offered in all classrooms.

History and Geography

The Core Knowledge Sequence significantly exceeds California state standards in history and geography. The Core Knowledge Foundation has published history and geography textbooks and instructional materials aligned to the Core Knowledge Sequence. Core Knowledge history and geography textbooks/instructional materials and web-based resources are used in addition to state adopted social studies textbooks/materials. The expertly written and illustrated, content-rich textbooks transform learning in the early grades and provide powerful cross curriculum connections with language arts, and visual and performing arts.

Science

The Core Knowledge Sequence was revised in 2020 to align with the Next Generation Science Standards (NGSS). The Core Knowledge Foundation has published instructional materials, CKSci, to address the NGSS and include additional content from the Core Knowledge Sequence. We continue our professional learning about Next Generation Science Standards to further develop our implementation of cohesive science instruction using CKSci. As part of Core Knowledge's commitment to building knowledge and a rich vocabulary, science is an integrated part of the curriculum in every grade starting in kindergarten. American River Collegiate Academy uses various science trade books with supplemental learning and significant hands-on, minds-on, and web-based science material and activities.

Visual and Performing Arts

The Core Knowledge Sequence includes visual and performing arts in all grade levels. This content is readily integrated throughout all the content areas and includes hands-on activities. American River Collegiate Academy will continue the art docent supported program in all grades, which is based on curriculum and methods of instruction consistent with the California Visual and Performing Arts standards and the Core Knowledge Sequence. The Academy provides music instruction twice a week to students in all grades.

Character Education, Democratic Principles and Core Values

American River Collegiate Academy believes in a democratic society. We also believe that there are universally important civic and ethical virtues that are the foundations of a free and democratic society, such as respect, responsibility, trustworthiness, fairness, caring, courage, self-control, and diligence. American River Collegiate Academy continued to develop their system of Positive Behavior Interventions and Supports (PBIS). The PBIS system ties into our character education, 8 Keys of Excellence. Information on the 8 Keys can be found on the [8 Keys website](#).

We continued with our adopted Social Emotional Learning Curriculum in the 2022-2023 school year, *In Focus*. *In Focus*, from Thoughtful Learning, is a curriculum that helps students develop their social and emotional intelligence. Through guided weekly lessons by a credentialed instructor, students were taught ways to recognize emotions and were given the tools and scenarios to practice how to regulate and handle specific situations that are relevant to real-life situations.

VI. Educational Approach

The 2022-2023 school year was our first full year of a traditional school schedule since opening due to the obstacles and restrictions caused the previous two years from the Covid-19 pandemic. We provided a comprehensive education which included mathematics, English language arts, English language development (ELD), science, history, arts, technology, and social emotional learning. We creatively provided instruction that included collaboration and support to meet the needs of our students and provide an education that is rigorous, engaging, and inclusive. We were committed to keeping our enrichment block model where no new instruction was given but individualized support was provided. We enhanced our commitment to minimize learning gaps and put interventions in place with our Enrichment Support Specialist to provide additional learning and supports for our EL and SED students. Our Enrichment Support Specialist refined her general scope of intervention to go beyond the standard practice to include identified areas of need based on frequent data. In addition, we had credentialed staff to serve our students with disabilities on campus daily.

Social and Emotional Learning

We continued to utilize the *In Focus* curriculum that was implemented at the start of American River Collegiate Academy in 2020. Social emotional learning was explicitly taught daily in school. In addition, our school wanted to have classrooms built around safety and an environment where learning could occur with respect and rapport from all. This required instruction and modeling beyond the 20-minute lesson from our curriculum. In August, our staff used frequent check-ins to monitor the progress of students and collectively identified a goal to help students feel a sense of belonging. Staff held community circles, provided opportunities for students to showcase their interests, cultures, and backgrounds and helped students learn to give and receive affirmations from one another. Students also needed support to help regulate emotions on campus and teachers were trained to provide trauma informed practices and utilize tools and strategies to help regulate emotions in a restorative classroom environment.

Diversity, Equity and Inclusion

Rocklin Academy Family of Schools believe all children can learn at high levels. To be inclusive of all students, Rocklin Academy Family of Schools recognizes the need to engage in learning around diversity, equity, and inclusion. Pre-pandemic, RAFOS engaged in work with Dr. Stacy Ault to develop equity centered SEL. This work was included in professional development for staff and this learning continues to be a top

priority as seen by our 2022-2027 Strategic Plan. For the 2022-23 school year, a committee continued to work on Strategic Plan Goal 2 which was the focus this year for staff-wide collaboration around diversity, equity and inclusion (DEI) beginning with the 2022-23 Kick-Off Day. During Kick-Off Day, all staff reviewed the 2022 strategic plan and compared it to the 2017 strategic plan noting a focus on intentionally calling out DEI in the five goal areas. Staff then brainstormed a list of examples of what DEI looks like and why it is important to each of the five goals by creating a DEI connection statement for each goal area. The committee then sent a mid-year survey to all staff for feedback. After making revisions based on staff feedback, we met with all staff and asked them to set intentions around this work: Which goal and DEI connection statement is most applicable to your work?; How will you manifest this in your work?; What strategies will you use to reinforce and celebrate this in your practice? Staff celebrated and honored practices they currently utilize and planned for intentional use of new strategies.

Social Emotional Learning continues and has been expanded to support student behavioral needs and safe school climates at each of our campuses with a continued focus on social emotional health.

VII. Student Supports

Multi-Tiered System of Supports

In order to support our students, we use an MTSS model for academic, social, and behavioral intervention. Developing a solid, yet fluid, tiered system of support has been a focus for Rocklin Academy Family of Schools for well over 6 years. Through various teams and committees, we have identified strong Tier I levels of support in classrooms through our SEL curriculum, enrichment blocks for academic support, and through our PBIS team. All our Tier I supports are embedded into American River Collegiate Academy. For Tier II supports, our academic model was supported by interventions identified by using multiple assessments to target needs and then instruct students during our enrichment block or through a pullout model where targeted instruction was taught with our Enrichment Support teacher. Students were given the opportunity to meet with a credentialed teacher to target instruction for intervention. It is important to note that during this time block, no new instruction was introduced. Our Tier II supports also included the SST process where teachers, administrators, parents, and any additional support staff were invited to participate in setting SMART goals to help students progress in academic, behavioral, or social skills. SMART goals were revisited every 6-8 weeks or sooner if determined appropriate by the team. We had a wonderful network of support for Tier III where students were supported by our specialist staff which included an Educational Specialist, Psychologist, Speech and Language Pathologist, Behaviorist, School Nurse, and any additional support staff as applicable. We supported our students through IEPs and 504s and worked directly with families and our specialist team to ensure an equal educational opportunity for all. We also partnered with the Sacramento County Office of Education for targeted professional

development and support for SED, Foster Youth, and EL students. We also provided information in our weekly newsletter to support all families around the 8 Keys of Excellence and during Kindness Week provided families with at home resources around showing kindness at home and in the community.

This school year we recognized a need for additional Tier II interventions in the area of social-emotional support. In the fall we offered a Tier II social emotional group focused on building and maintaining healthy relations to students who were identified in needing support with social skills and problem-solving skills. We also provided support to a group of students who needed support with executive functioning skills. Additionally, our staff purposely provided intervention for students through increased use of collaborative activities and games to help scaffold, model, and encourage collaborative work between peers. For outside of the classroom support, we provided structured instruction on recess games to help students interact and build relationships with one another while also learning playground rules, expectations and problem-solving techniques. When needed, our school psychologist was able to provide Tier III support with students.

As a staff, we sought professional development to further support our students. Our leadership team requested additional training to support behavior challenges in the classroom and our organization partnered with the El Dorado SELPA to provide professional development on Verbal De-Escalation. Additionally, a district-level Behavior Specialist was hired mid-year to support staff and students.

Another action the American River Collegiate Academy staff took was to build on last year's goal around students feeling like they belonged at school and in late Fall administered the SEL survey in which 92% of students reported feeling like they belonged at school.

Student Study Team Process

Rocklin Academy Family of Schools has a tiered system approach for academic, social emotional, and behavior needs. Part of that process is providing support for students and families with a Student Study Team. An SST is very much data driven with the goal of setting attainable goals to help build support and skills for students with a specific need. During the 2022-23 school year, American River Collegiate Academy offered SSTs for academics, social emotional, behavior, and attendance. In partnership with parents, staff, and support specialists, we have been able to set and monitor student growth in these areas. We have set dates in which to return as a team to review data, growth, and celebrate progress made. These review meetings are typically scheduled 6-8 weeks from the original goal date.

504 Plans

Our school supports include serving students eligible for a 504 plan in order to provide equal access to learning and access to all. We work closely with families to review 504 plans annually as a team with staff and parents. At the start of this school year, we

identified students with 504 plans and met to review any updates and accommodations to support student learning.

Special Education

An Education Specialist, Speech and Language Pathologist and School Psychologist employed by Rocklin Academy Family of Schools provided assessments and IEP supports and services to identified students. To address the needs of our students district-wide, a Behavior Specialist was also hired mid-year. Additional assessments, services, and supports were provided by contracted providers, including Behavior Intervention Specialists, Teacher of Deaf and Hard of Hearing, School Psychologist, Occupational Therapist and School Nurse. Staff participated in various professional learning opportunities including:

September 2022 - School Psychologist Professional Learning Community

November 2022 - CPI Nonviolent Crisis Intervention

February 2023 - Verbal De-Escalation

Socioeconomically Disadvantaged

American River Collegiate Academy supports students who are socioeconomically disadvantaged and provide students with support through targeted intervention and instruction. Our academic structure allows for an enrichment block period where students are academically challenged to meet their individual needs. This is a time where no new instruction is provided but rather skills to strengthen academic need are taught and supported. In addition, our SED students are provided access to materials for instructional and recreational purposes. Students are provided technology resources to support at home learning. Our enrichment support specialist pushed into math, reading and writing blocks of instruction to provide additional support and monitoring of progress to students.

Foster Youth and Homeless

Rocklin Academy Family of Schools has a Foster Youth/Homeless Liaison for each of our school sites that works closely with both Placer and Sacramento County personnel to support these students in a variety of ways. Each school site has posters with local and county liaison contact information that includes educational rights to those experiencing homelessness.

Gifted and Talented Education (GATE)

In an effort to ensure equity among students, all first grade students at American River Collegiate Academy were screened for Gifted and Talented Education (GATE) identification in December of the 2022-23 school year. Additionally, parents of students in 2nd and 3rd grade were provided information about how to independently sign their student(s) up to be GATE assessed. GATE assessment data was shared with staff with ample time to ensure their placement into GATE clusters for the 2023-24 school year. American River Collegiate Academy universally screens all 1st and 4th grade students each year for possible GATE identification. American River Collegiate Academy strives to identify and serve gifted and high achieving students from all groups, including those

from diverse racial, socioeconomic, linguistic, and cultural backgrounds. Through highly motivating lessons and appropriate placement in classroom clusters, our organization provides differentiated learning opportunities during the regular school day that are based on grade-level standards extended by depth, complexity, and acceleration, which enable students to reach their full academic and personal potential.

Childcare

American River Collegiate Academy is committed to offering after school childcare for all students. This past year, we offered ELO-P to qualifying students as well as our fee-based program which provided all families an opportunity to receive homework support and enrichment beyond the school day. Our afterschool care was offered 5 days a week and care were provided for 30 additional non-school days including professional learning days, holidays, and summer.

Technology

Each classroom on site is equipped with technology for instruction and learning. Our classrooms have a SMART Board with corresponding SMART technology and each teacher has a laptop for planning and instruction. Students in kindergarten received iPads while our 1st - 3rd grade students had 1:1 Chromebook devices and Wi-Fi hotspots were provided to families in need. Each classroom has internet access, headsets for students, a projector, and additional monitors for teachers to maximize instruction.

VIII. Academic Achievement

Student progress at American River Collegiate Academy is continuously monitored using various structures executed with the greatest intent. We are a group of data savvy leaders who embrace and monitor data to drive continuous improvement. Student data was monitored in the classroom through formal and informal assessments. We also recognized the need to monitor the social emotional wellness of students to ensure wrap-around support and services were offered and provided, as needed. Using Essential Standards and Year Long Plans that included common assessments across the grade level and district, our team was able to use multiple measures to identify and target academic skills and standards requiring follow up support.

American River Collegiate Academy is a professional learning community that values data, encourages meaningful professional conversations focused on student learning and outcomes, and utilizes formative and summative assessments to target instruction and individualized student work. Structures used to facilitate those conversations and collaboration include protected professional learning time for goal setting through a collaborative inquiry process. Teachers dedicated time to analyzing data and setting goals to improve student learning.

During the 2022-23 school year, ARCA's administration and teachers began a four-year partnership with Instruction Partners. Instruction Partners is a non-profit coaching

organization that works side by side with teachers to support great teaching and accelerate student learning. Through on-site visits, teacher observations, staff interviews, and collaborative meetings with administration, our school team identified ELA planning and instruction as a school wide goal area for the 2022-23 school year and beyond. Throughout the course of the school year, staff collaborated during professional development sessions to create an ELA Vision that aligned to core values and expectations around providing high quality, rigorous, and well-balanced ELA/Reading instruction. Teachers engaged in group learning around ELA programming, instructional systems, and brainstormed about how to improve their general instructional and management practices.

Our daily schedule offered at least 30 minutes of enrichment time to meet the needs of students that would be best met through intervention. Enrichment Block also offers opportunities for continued practice to reach academic goals and/or enrich learning through extension activities. Staff collaboration occurs weekly and is aimed at discussing current support and developing next step action plans. Family collaboration occurs through frequent communication with staff and conferencing opportunities. In November and March, teachers met with families to share report cards and assessment data to ensure they were kept up to date with current progress information and made to be a part of the process to help support students along the learning continuum. Our school and classroom newsletters provided resources to families to support understanding our reporting systems and share avenues to seek clarification and assistance, if needed.

NWEA Measures of Academic Progress (MAP)

During the 2022-23 school year, American River Collegiate Academy used Measures of Academic Progress® (MAP®) as a tool to assess student learning and to help monitor student progress over the course of the school year. The MAP assessment was implemented to students in grades Kindergarten through third grade in the Fall, Winter, and Spring trimesters. Site administration dedicated professional development days for staff to analyze data results, identify areas of growth, and determine the greatest needs for support. School staff worked collaboratively to identify goals and develop next steps to address and support students with targeted instruction aimed at closing gaps. While analyzing data, staff aggregated information in a variety of ways during the 2022-23 school year. Some of these included: single administration period data (i.e., Fall performance data), growth data between administration periods (i.e. Fall to Winter/Spring growth data), and subgroup data (SED, EL, SWD).

When it came to overall student growth, gains were observed. Using Fall to Spring growth data, anticipated RIT growth for all students was projected to be 13.9 points in reading. Actual growth amounted to 14.3 points. This means that American River Collegiate Academy students surpassed anticipated growth at a rate of 102.8%. Similarly, in the area of math, anticipated growth for the all student group was 15 RIT

points. Our average growth in the all student group was 17.1, meaning they exceeded their growth goal at 113.9%.

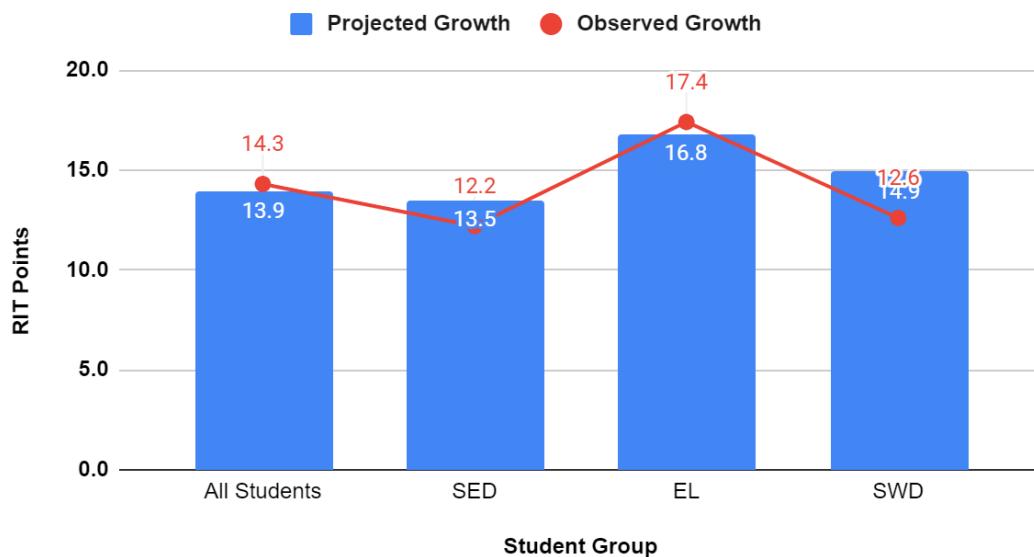
Over the past year, teachers focused on meeting the needs of all students - placing effort on ensuring our students in special populations (SED, EL, and SWD) were closing achievement gaps and making steady academic growth. As the data indicates, students identified as English Learners surpassed their anticipated growth goals in Reading, showing more growth on average than the all student group. In math, all student groups surpassed their anticipated growth goals. EL students surpassed their anticipated growth goal by 4.2 points and SWD surpassed their anticipated Math growth goal by 4.4 points.

Reading

Student Group	Projected Growth	Observed Growth	% of Goal Achieved
All Students	13.9	14.3	102.8%
SED	13.5	12.2	90.1%
EL	16.8	17.4	103.3%
SWD	14.9	12.6	84.9%

Projected Growth and Observed Growth

Reading

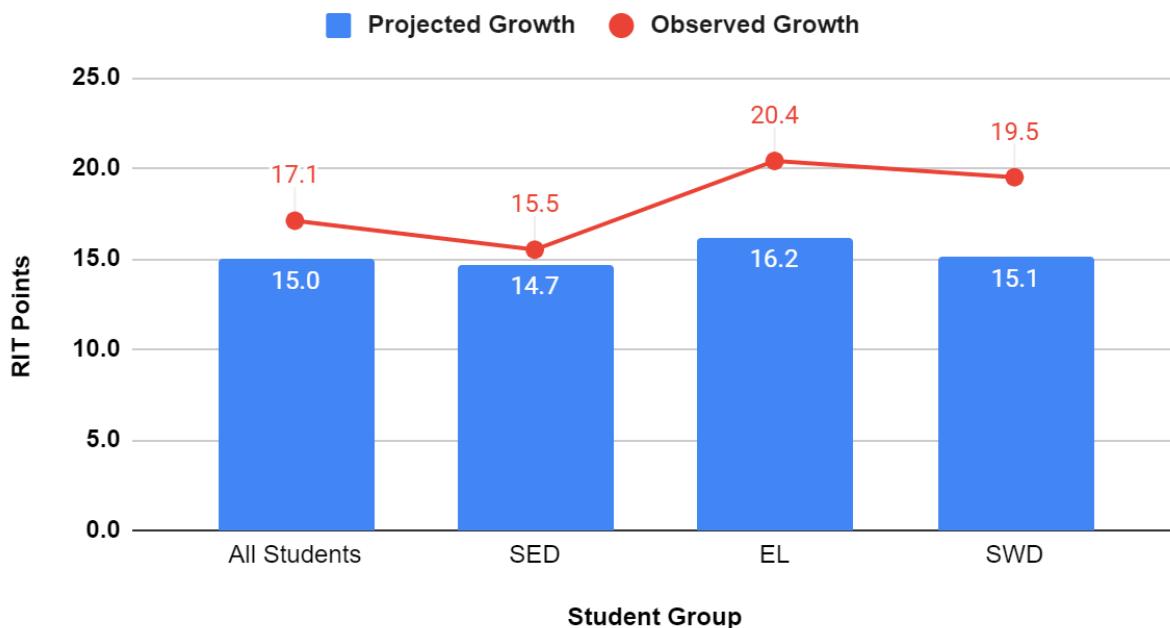


Math

Student Group	Projected Growth	Observed Growth	% of Goal Achieved
All Students	15.0	17.1	113.9%
SED	14.7	15.5	105.4%
EL	16.2	20.4	125.7%
SWD	15.1	19.5	128.9%

Projected Growth and Observed Growth

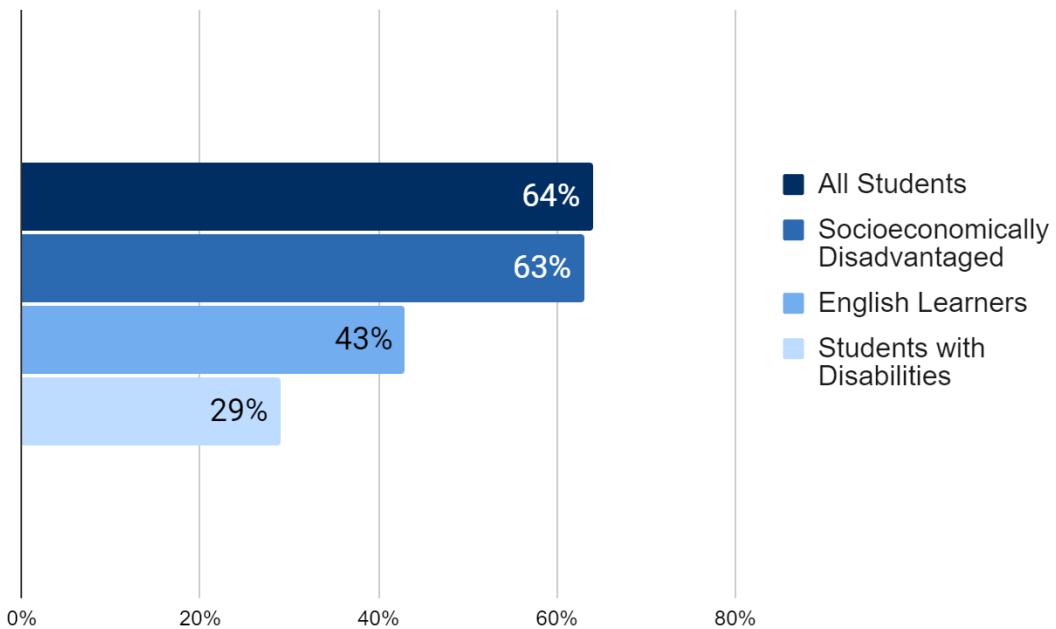
MATH



In addition to measuring growth, we also use NWEA MAP data to examine students' overall predicted proficiency levels. The NWEA linking study allows schools to make reliable predictions of CAASPP performance based on MAP RIT scores. This linking study has been conducted for grades 2-8 and 11. Rocklin Academy Family of Schools has used that study to estimate similar predictions of overall proficiency for kindergarten and first grade. The charts below show the predicted proficiency levels for students in kindergarten through third grade based on spring MAP assessments in reading and math.

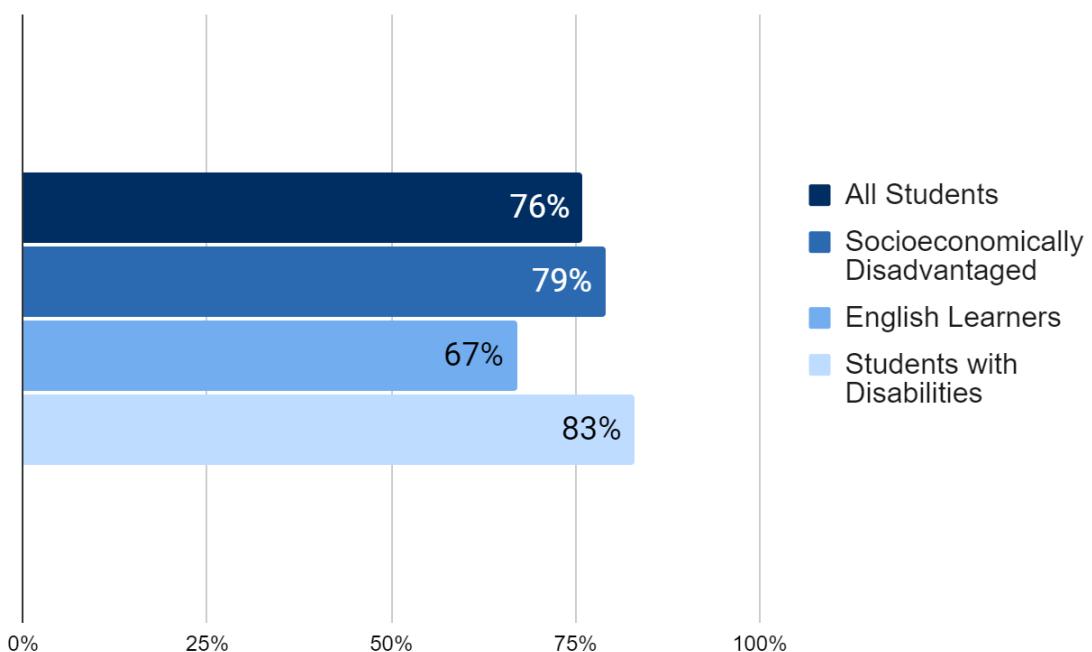
2023 NWEA MAP Reading - Spring Assessment

% Predicted to Meet or Exceed Grade Level Standards



2023 NWEA MAP Math - Spring Assessment

% Predicted to Meet or Exceed Grade Level Standards



While incredible growth was observed for all students, including above 100% projected growth, our students will need continued targeted support to address the learning gaps seen in initial baseline data. These supports are also needed in the area of mathematics. We will increase our reading and math intervention and extended learning opportunities for the 2023-24 school year. We also provided extended learning opportunities through our Summer Academy program which reaches out to students working toward proficiency in reading and math, and also invites our English Learners and SED students to attend.

Collaborative Inquiry

Rocklin Academy Family of Schools is proud to have Professional Learning Communities (PLCs) working together at each school site. American River Collegiate Academy continued to prioritize the development of our PLC this school year. One component of an effective PLC is to provide a structure for staff to collaborate on effective teaching strategies and instructional practices to improve student outcomes. During the 2022-23 school year, American River Collegiate Academy staff and administration had the opportunity to collaborate with a team of instructional leaders from Instruction Partners, a nonprofit organization that works alongside educators to support equitable access to great instruction. The collaborative work of this partnership helped guide professional learning structures and material throughout the school year. Including, but not limited to, site visits with observations and direct feedback, virtual coaching sessions with live Zoom feedback sessions, the sharing of high-quality research that supported learning targets and goals and tailored professional learning development materials and resources. For American River Collegiate Academy, this work and collaboration was specifically tied to effective instruction and engagement on foundational reading standards.

The Instruction Partner team provided administrators and teachers with new learning around a unique and detailed Instructional Practice Guide (IPG). This observation tool separates effective teaching into four sections: Aligned Content, Teacher Directed Instruction, Student Practice, and Assessment and Data and allows for scoring on a four-point rubric. Throughout the school year, administration engaged in multiple classroom walkthroughs to collect data and track progress around a set of core actions that encompass the shifts in the instructional practices required by our guiding standards, including Common Core. Both quantitative and qualitative data was collected during each lesson observation and was used to tailor professional learning and drive instructional coaching.

During the 2022-23 school year, the focus IPG indicator at American River Collegiate Academy was element 2B, sub-element iii, which states:

The teacher provides opportunities for every student to practice the newly acquired skills in a variety of ways both in and out of context - Students are attentive, focused, and engaged in the practice opportunities provided.

The following data tables reflect the score progression from baseline data, collected in Trimester 1, to the end of coaching data, collected near the end of the school year.

Baseline Rubric Score	End of Coaching Cycle Rubric Score
2.5, out of 4.0	4.0, out of 4

The administrative team at American River Collegiate Academy also tracked student NWEA MAP data, aligned to the rollout of professional learning and direct coaching sessions, to gauge the effectiveness of adult learning on student outcomes. The table below reflects student data from two focus classrooms and shows the percentage of growth achieved on the MAP Reading assessments from Fall to Winter, versus Winter to Spring.

Percentage of Growth Goal Made by All Students

	Pre-Coaching Fall to Winter	Post-Coaching Winter to Spring
Teacher A	47%	127%
Teacher B	80%	116%

IX. Staff Recruitment

Rocklin Academy Family of Schools (RAFOS) has taken several additional measures to address the statewide staffing shortage crisis. In collaboration with other charter partners, RAFOS created and launched the *Charter School Collaborative* job fair where organizations recruited candidates for both certificated and classified positions. This successful event was created for Sacramento, Placer, and Yolo counties and will be held annually. In addition, RAFOS participated in several job fairs and events in Sacramento County including the *Multicultural Business and Career Expo* and *SacJobs Career Fair*. To build our relationships within Sacramento County, and connect with other schools, our team attended the CCAC (*Credential Counselors and Analysts of California*) Conference and sat on the panel where over three hundred attendees had the opportunity to ask questions about credentialing and charter schools. Most recently, we partnered with the Sacramento County Office of Education and their Teacher Residency Program (TRP) which has increased collaboration and the partnership between our organizations. With our aligned mission to develop and retain quality teachers from diverse backgrounds who are inclusive of all students, SCOE and RAFOS are placing TRP candidates in our schools. In an effort to recruit from our local community in Citrus Heights, we included staffing opportunities at local community events we attended including National Night Out and Citrus Heights Sunday Funday.

X. Facilities

As you know, we have been working on a long-term facility within the Citrus Heights community since we originally submitted our charter petition back in 2019. Over the past many months, we have met regularly with our families and other educational partners in providing updates and receiving valuable feedback on our potential site at 6060 Sunrise Vista in Citrus Heights. As shared in those meetings, we are currently working with the City of Citrus Heights planning department on a potential site plan and associated traffic study. In early August, we met with a Senior Planner at the City to receive preliminary feedback as we work to submit our application for use. We are meeting again in September with the City to further refine those details as well as receive feedback from other departments on items like fire, life, safety and the outdoor butler building. Those departments will help to provide additional information regarding requirements which will further help clarify the cost of the associated tenant improvements. We are grateful for the level of support shown by our families and students, as well as by the City of Citrus Heights, who have been great partners along our facilities journey.

XI. Governance of Rocklin Academy Family of Schools

Rocklin Academy is organized as a California nonprofit, public benefit corporation 501(c)(3), and is governed by a Board of Directors pursuant to its bylaws. The Board is responsible for guiding the Academy in the pursuit of its vision and mission. Specific to this responsibility, the Board's duties include:

- Discussion and approval of school policies.
- Adoption and implementation of the strategic plan.
- Ongoing evaluation of programs and operations.
- Approval of annual operating Budget.

Board of Directors

The Board of Directors of Rocklin Academy operates as a 501(c)(3) California nonprofit public benefit corporation. The Corporate Board is the final policy making authority for Rocklin Academy. They approve all personnel hiring, recommend programs, policies, financial management review, and schedules to meet the evolving needs of students, parents, and teachers.

The Board is comprised of five voting members: Doug Johnson, Alice Dowdin-Calvillo, Tim Klotz, Larry Stieber and Adam Schwarz. In addition, four non-voting Teacher Advisors served on the Board from across the organization.

During the 2022-23 school year, the Board met sixteen times to conduct its business. Part of each agenda is an opportunity for public input, as well as a report from the Parent School Partnership.

The outstanding academic success, strong and stable management, clean audits, and healthy fiscal reserves of the Corporation are reflective of the quality leadership. The Board is fully responsible for the operation and fiscal affairs of Rocklin Academy, including but not limited to the following:

- Financial and operational management
- Adoption of Rocklin Academy's annual financial Budget
- Oversee receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act
- Oversee solicitation and receipt of grants and donations to the Rocklin Academy Family of Schools
- Personnel policies and procedures
- Recruiting, hiring, and evaluating the Executive Director
- Approval of contracts with outside entities or persons
- Financial audit oversight
- All matters related to charter approval, amendment, or revocation

The Board continues to improve its ability to operate as a performance-based organization by setting specific goals and measurable objectives while allowing management the flexibility to achieve these goals. The Board currently uses various assessments to review the academic success of the school including the Measures of Academic Progress (MAP) and the California Assessment of Student Performance and Progress (CAASPP). The Board delegates the implementation of all policies to the administration of the school, the superintendent, and the principal.

The Rocklin Academy Family of Schools Board has financial audit oversight of the school. An annual independent fiscal audit of the books and records of Rocklin Academy is conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books, records, and audit are kept in accordance with Generally Accepted Accounting Principles (GAAP). The audits are conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools.

Ongoing Evaluation and Assessment of Rocklin Academy

The Board of Directors evaluates the ongoing operations of Rocklin Academy throughout the year and through a range of vehicles. This includes the review of student performance information and ongoing analysis of student testing data. Annually, Rocklin Academy reviews progress toward the goals identified in the Strategic Plan and the Local Control Accountability Plan (LCAP).

XII. Financial Audit

Budget

The financial statements of the American River Collegiate Academy are included within the organization-wide financial statements for the Rocklin Academy. Each school is

tracked separately and presented separately within our organization-wide financial statements. At Rocklin Academy we believe that budgets are “living documents” and are regularly adjusted at the site level through the direction of the Principal in collaboration with the back office support. This is a collaborative process between the educational needs at the site and balancing financial resources through the organization level.

At the June 20, 2023 Board meeting, our Board approved the budget and multi-year projection for the 2023-24 school year and two subsequent fiscal years. The budget continues to support the fact that we will meet our financial obligations and covenants for the fiscal years presented. For ARCA specifically, we are projecting 120 students for the 2023-24 school year. As we've shared in the past, enrollment, across the state of California, and specifically for ARCA has been a challenge caused by the pandemic. We continue to invest in students and are excited as we prepare to enter the next phase in working to establish a long-term facility where we can grow faster and expand to serve more students.

Our out-year enrollment projections include revenue and expense assumptions for a different long-term facility as we are nearing capacity. We are currently estimating a positive fund balance, using inter-fund transfers, to ensure that students have sufficient resources and cash balances to meet our site level obligations.

More specific site level information can be found in our organization wide financial statements.

Organization Wide Financial Information

The Rocklin Academy Family of Schools was audited the year ending June 30, 2022 (the most recent audit available) by [James Marta & Company LLP](#). James Marta & Company LLP is located at 701 Howe Avenue, Suite 3, Sacramento, CA 95825. This independent audit agency completed its annual audit and issued a final report dated November 16, 2022. James Marta & Company LLP has an excellent reputation for reliability and has many years of experience auditing public school entities.

This audit was conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Auditor's Report on Compliance with State Laws and Regulations was conducted in accordance with the State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies.

Regarding Rocklin Academy's financial statements, James Marta & Company LLP stated, “In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Rocklin Academy as of June 30, 2022, and 2021, and the changes in its net assets and its cash flows for the years then ended,

in accordance with accounting principles generally accepted in the United States of America.”

The following is a summary of financial information for Rocklin Academy as reported in the 2021-2022 audit report:

Audited Financial Information	Amount
Total Revenues (including TRNA revenue)	\$35,393,733
Total Expenses (including TRNA release)	\$34,991,599
Change in Net Assets (from operations)	\$402,134
Extraordinary gain (PPP loan forgiveness)	\$3,574,245
Change in Net Assets (total)	\$3,976,379
Net Assets, Beginning of Period	\$10,885,417
Total Assets	\$24,218,259
Total Liabilities	\$9,356,463
Net Assets, End of Period	\$14,861,796

The audit report contains more detailed information in the notes to the financial statements.

A copy of the complete 2021-2022 Audit for Rocklin Academy has been provided to the authorizing school districts (Rocklin Unified School District, Newcastle Elementary School District, and Sacramento County Board of Education), the Placer County Office of Education, and the California Department of Education. The report is also available through the Director of Finance for Rocklin Academy Family of Schools.

American River Collegiate Academy Financial Information

As stated above, the financial statements of the American River Collegiate Academy (ARCA) are included within the organization-wide financial statements for the Rocklin Academy. At the June 20, 2023, Board meeting, our Board approved the Budget and multi-year projection for the 2023-2024 school year and two subsequent years. The

Budget continues to support that we will meet our financial obligations and covenants for the fiscal years presented.

For ARCA specifically, as we are running out of facility space at our current facility, we are projecting 120 students for the 2023-24 school year with an aggressive growth model which would illustrate the need for an additional facility in the subsequent years.

Grade	2023-2024	2024-2025	2025-2026
TK	24	48	72
K	24	48	48
1	20	48	48
2	22	48	48
3	19	24	48
4	11	30	30
5	0	30	30
6	0	0	30
Total	120	276	354

As indicated above, this is an aggressive growth model, which would require additional facility space. We have continued working with a marketing consultant and are confident we will meet and likely exceed the enrollment growth above. Additionally, we are aware that beginning in fiscal year 2024-2025, the ratio for TK is 1:10. We will continue to monitor and determine if an adjustment is needed to class sizes (reducing to 20) and/or ratios (providing additional aide support) in the best interest of the students, families, and our community we serve.

Expenses are budgeted conservatively and are also largely increasing due to the associated increase in students. Rent is anticipated on the high side and does not include the receipts of SB740 funding at this time.

We listed interfund transfers to bolster the ending fund balances and indicated capacity for providing additional investments to students where needed. We are projecting a positive ending fund balance (above the 5% REU) through all fiscal years as well as positive cash flows for all months and fiscal years.

Summarized information is as follows:

	2023-2024	2024-2025	2025-2026
Revenues	\$1,931,810	\$3,614,150	\$4,958,911
Expenses	\$2,131,683	\$3,651,870	\$4,948,313
Excess (Deficit)	(\$199,873)	(\$37,720)	\$10,598
Interfund transfer	\$200,000	\$200,000	\$200,000
Fund Balance - Beg	\$337,105	\$337,232	\$499,512
Fund Balance - End	\$337,232	\$499,512	\$710,110

We will continue to evaluate our budgets as compared to actuals on a regular basis and will adjust at each related interim report.

Financial Trend Data

Summary Budget Update	2022-2023 End of Year Estimated Actuals
Income	1,290,669
Expenditures	1,631,539
Income Less Expenditures	(340,870)
Other Sources	200,000
Beginning Balance	477,975
Ending Balance	337,105
Ending Balance as % of Expenses	20.66%
Prepaid Expenditures/Commitments	-
Restricted	-
Unassigned	255,528
Reserve for Economic Uncertainty (5%)	81,577
LCFF Sources	864,501
Reserve as % of LCFF Sources (MOU -5%)	38.99%

XIII. Faculty, Staffing, and Contracted Services

Rocklin Academy Family of Schools employs faculty and staff members that bring tremendous experience and expertise to all aspects of the Academy's operations. During the 2022-2023 school year, the organization employed the following district level employees:

- Superintendent and her Executive Assistant;
- Director of Finance
- Director of Human Resources;
- Director of Special Education
- Director of Growth and Community Engagement
- Director of Educational Services
- two Educational Services Coordinators;
- Health Services Coordinator
- Technician for Special Education
- District Registrar
- Data and Testing Coordinator
- Student Information System Manager
- Nutritional Services Manager
- Children's Programs Manager
- IT Manager
- Facilities Manager

Additionally, the business office employed the following:

- Accounting Manager
- Accounting Technician
- Payroll Technician
- Human Resources Technician
- one TOSA employed serving our five schools as an Instructional Coach

For the 2022-2023 school year, American River Collegiate Academy served students in grades TK-3 and will expand each year until it is a full TK-6 site. The school employed:

- One site principal
- Five classroom teachers
- Part-time enrichment support specialist (intervention)
- Part time music teacher
- Part-time education specialist
- Part-time Speech and Language Pathologist
- Part-time School Psychologist
- Full-time administrative/secretary
- Full-time clerk
- Part time custodian
- Two part-time yard duty aides

The after-school program is staffed through our Children's Program organization.

XIV. Parental Engagement

American River Collegiate Academy values the importance of community connection and involvement. Families are encouraged to be a part of the school community through communications, events, and as members of our Parent School Partnership group. Our "Otter News" weekly update was shared with families every Wednesday through our organization's communication platform (School Messenger) and was logged and kept available on our school's website throughout the school year. Classroom teachers consistently sent weekly communication to families to ensure they were kept informed about school and classroom business, as well as provide them with learning activities to complete in the event their student was absent from school.

American River Collegiate Academy Parent School Partnership (PSP)

At American River Collegiate Academy, we believe that parents are valued partners in strengthening our school's program. During the 2022-23 school year, we had a strong Parent School Partnership (PSP) Board that supported the school with fundraising efforts and planning/hosting a number of community focused family events. The PSP helps to build community at school and develop connections between the school and community. This year's PSP board and parent support group continued to build upon the foundation and traditions that were established in 2020-2021. Before the school year began, the PSP Board identified multiple goal areas to support the school including school and classroom support, fundraising, and school culture. Additionally, they identified areas of targeted support in developing the Art Docent Program, funding classroom budgets, hosting teacher appreciation week, and holding at least two school/community events. Through the works listed (see below) it is clear that the 2022-23 PSP Board met these targeted areas of support and exceeded expectations by providing additional school events for families. Due to the success of our family engagement in our events, our Annual Giving Campaign, and school fundraisers, which were held in the Citrus Heights area, the Board was able to increase the budget in these prioritized areas for the 2023-24 school year.

Highlights of Parent Involvement and Engagement Activities:

- All positions filled on the PSP Board
- Fall festival committee with parent volunteers and student support from local high schools
- School events: Fall Festival, Family Movie Night, Spring Fling, Family Fundraiser Nights at local restaurants, Core Knowledge Showcase Art Docent Gallery and Snack Station, End of Year Otter Party with shaved ice truck, Teacher Appreciation Week and more!
- Volunteers in the classroom (centers, mystery readers, material prep support, art docents, field trip chaperones and drivers)
- Volunteers on campus (school garden, school wide PBIS celebrations, lunchroom support, front office support, etc.)

- Parent Communication and Connection through trimester conferences, printed MAP data, report cards, printed ISP plans and materials, “Otter News” school newsletters, classroom newsletter and email communications, Awesome Otter Awards, other student recognition awards (i.e. attendance, fundraising, etc.), School Messenger reminders and updates, and staff/family informal connections during daily drop off and pick up.
- Annual Parent Survey
- Annual Parent Budget, LCAP, and Facilities Meetings
- 2022 Wendy Boyd “Beyond The Call” Award Nominee - Hillary Lindberg, American River Collegiate Academy (PSP President)





Parent/Guardian Survey

As one piece of the engagement process, Rocklin Academy Family of Schools has gathered input through several surveys this year. The Intent to Return Survey had an impressive 100% participation rate, and the data is outlined below: Annual Intent to Return Survey:

- 90% of American River families indicated that they strongly agree or agree that they would recommend Rocklin Academy Family of Schools.
- 91% of American River families indicated that overall, they are very satisfied or satisfied with Rocklin Academy Family of Schools.
- 100% of American River families indicated that they intend to return for the 2022-23 school year.

XV. Community Engagement

During the 2022-23 school year, American River Collegiate Academy staff and families continued to partner with our broader community. In August we proudly sponsored a booth at the Citrus Heights National Night Out Event - where we were able to connect with current and prospective students and families and shared information about our organization and school. Additionally, we participated in the Citrus Heights PAL's Trunk or Treat event and the city's Sunday Funday festival. This was a great way to connect and share the strength of our Core Knowledge school and what we have to offer to the city. We also regularly attended and participated in the Citrus Heights Neighborhood Association meetings and Citrus Heights Chamber meetings and events. We are thrilled that the local community is offering more events in person, and we will continue to be actively involved with our local community.



XVI. Support from Sacramento County Office of Education

Our Authorizer

Sacramento County Board of Education's role as the authorizer of American River Collegiate Academy's charter is very important, and we recognize the support provided by the Sacramento County Office of Education and Board of Trustees since the approval of the charter in March 2020 and the support it has received from administration and staff. American River Collegiate Academy's staff have found great value in attending the multitude of trainings, workshops, and collaborative meetings offered by SCOE, including the Multilingual Education Leadership Network meetings, the Transitional Kindergarten Network, the Capital Regional Assessment Network meetings, and the LCAP trainings.

XVII. Meeting the Challenges of the Guiding Elements

Closing Thoughts

Despite the many unforeseen challenges due to COVID-19 during our first two years, we are proud of our accomplishments and growth and believe we offer an exceptional educational option for the families and the community of Citrus Heights. It is clear from a review of the activities of Rocklin Academy Family of Schools that American River Collegiate Academy has clearly met the required key questions.

1. Is American River Collegiate Academy's academic program a success?
 - American River Collegiate Academy's academic program is an outstanding success.
 - Based on MAP growth from the Fall and Winter assessments, student growth continued, and academic achievement is on track.
2. Is Rocklin Academy Family of Schools a viable organization?
 - Rocklin Academy has created and is sustaining a strong and viable organization.
 - Rocklin Academy has clearly demonstrated through the outstanding academic achievement of its students its ability to consistently organize and deliver an extremely effective educational program. It has highly qualified faculty and staff and effective day-to-day operations. It has also demonstrated high standards of fiscal stewardship, as demonstrated by its excellent audits and responsible financial reserves.
3. Is American River Collegiate Academy true to its charter?
 - American River Collegiate Academy has faithfully implemented its charter.
 - Rocklin Academy's implementation of a very successful Core Knowledge based charter school that operates in partnership with parents demonstrates the fidelity of American River Collegiate Academy to its charter.



Theory of Change

I Who We Are

We are a family of educators who provide exemplary educational programs for diverse student populations in rapidly growing Northern California counties.



Our global curriculum and cohesive, rigorous preschool-12th grade educational experience builds students' depth of knowledge and empathetic understanding. Our talented and diverse staff maintain high expectations for all students as demonstrated in our "AP for all" high school requirement and strong academic performance K-12 in mastery of academic standards. We lean into our families and community partners who enrich learning and inspire new college and career pathways for students.

I What We Believe

Students come first: We respond to the passions, interests, and needs of all students. We believe in each student's abilities to achieve at high academic levels. We vigorously defend our students' rights to an excellent education regardless of their background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other discriminating factor

Diversity is our greatest asset: We believe in the richness of ideas, backgrounds, and perspectives. We celebrate and embrace the diversity of our community. We continuously strive to diversify our curriculum, staff, leadership team, and Board of Directors to best serve our students equitably

We invest in our people: We dedicate time and resources to develop leaders at all levels of our organization. We are responsive to staff needs and continuously explore innovative strategies to promote our team members' growth and sustainability

I What We Do & How We Do It

We intentionally bring in multiple perspectives and voices to strengthen our instruction

- Our foundational curriculum, Core Knowledge, emphasizes a global perspective and promotes equity through shared understanding
- Our novel-based English Language Arts program proudly represents a wide range of authors, identities, and ideas representative of our global community

We create a school environment of involvement, empathy, and connection where all students are seen and heard by their peers and school staff

- We strive to recruit staff who reflect the diversity of our community and multicultural world
- We create opportunities for students from all backgrounds to connect and build relationships between and across grade levels
- We use authentic moments in the school day to build social skills and emotional intelligence
- We encourage student voice and leadership to continuously improve our schools

We align all teachers to the same high expectations for student success and support teacher autonomy to develop creative and personalized lessons responsive to student needs

- Each classroom maintains a unique identity bolstered by each teacher's approach and teaching style
- Positive behavior routines and processes are consistently implemented across schools with students held accountable to the same behaviors
- Data-driven instructional practices are well-developed, including small group instruction across grade levels to allow for greater mobility in student learning
- Teachers and students receive widespread access to internet connectivity and understand how to meaningfully integrate technology to enhance instruction

We foster a positive workplace culture where teammates inspire and challenge one another, build confidence, and feel supported

- Well developed PLCs (Professional Learning Communities) support collaborative teams
- Consistent coaching frameworks combined with a wealth of internal and external professional development opportunities accelerate teacher learning
- An in-house leadership development program with pathways for career advancement in and outside the classroom empowers teachers to grow
- Dedicated space and resources to help staff navigate difficult conversations with one another, students, and families to maintain a healthy school culture

We encourage real-world application of learning and extend learning beyond the classroom

- We help teachers tap into the diverse knowledge and network of our parents to enrich classroom learning and extend learning at home
- We enlist private and public sector leaders to help students explore new interests and build career readiness skills

I Why

Short-term outcomes:

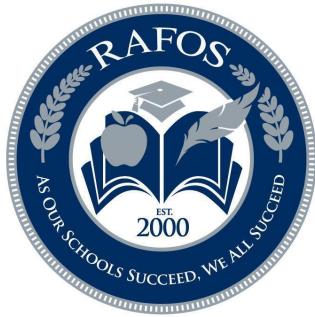
- We retain talented and diverse teachers and staff
- We maintain an inclusive learning environment that supports all students
- Students achieve at their greatest academic potential
- Students connect with their individual passions and build an intrinsic interest to learn

Long-term outcomes:

- Students engage in their communities with global perspective and awareness
- Students are compassionate and active citizens who impact the world with excellence

Strategic Plan Framework

2022 - 2027



Goal 1:	<p>All students build depth of understanding in core concepts through an equitable, cohesive preschool & TK - 12th grade education program.</p> <p>KEY STRATEGIES</p> <ul style="list-style-type: none"> • 1.1 Develop a cohesive grading and assessment system that is clearly communicated to educational partners and inclusive of all learners • 1.2 Expand strategies to accelerate student learning (for students who are not meeting grade level standards) by implementing Tier II interventions in ELA & math • 1.3 Teachers will implement Universal Design for Learning (UDL) principles at Tier I, Tier II and Tier III to provide appropriate accommodations, supports, and challenges for all students • 1.4 Standardize science and social studies standards and assessments (e.g., rubrics, exemplars) • 1.5 Expand and realign preschool and TK programming & curriculum to support a strong foundation for every student
Goal 2:	<p>Our inclusive school environment cultivates students who are responsible, compassionate, and engaged citizens.</p> <p>KEY STRATEGIES</p> <ul style="list-style-type: none"> • 2.1 Reevaluate social emotional learning (SEL) curriculum to be more authentic, student-led, and embedded into core instruction • 2.2 Establish grade-level and school-wide expectations to promote diversity, equity, & inclusion (DEI) • 2.3 Expand student leadership programs in ways that promote community • 2.4 Create opportunities for students to develop college and career readiness skills

Goal 3:	<p>Our work culture supports sustainability and values continuous growth of teachers, staff, and administrators.</p> <p>KEY STRATEGIES</p> <ul style="list-style-type: none"> ● 3.1 Identify new pathways and incentives to recruit and hire diverse staff & teachers ● 3.2 Continuously analyze and adjust compensation to attract and retain diverse, high-performing talent ● 3.3 Continuously analyze and adjust structures to increase teacher collaboration, planning, and professional learning time ● 3.4 Adapt organizational structure and leadership development pathways for teachers and administrators to support professional growth and succession planning ● 3.5 Dedicate resources and develop new practices to reinforce core values and promote diversity, equity, and inclusion (DEI)
Goal 4:	<p>Parents are valued partners who strengthen our schools and programs.</p> <p>KEY STRATEGIES</p> <ul style="list-style-type: none"> ● 4.1 Revisit family engagement expectations and systems for all staff, teachers, and parents to better support two-way engagement ● 4.2 Develop systems to better leverage the expertise and knowledge of our diverse parent base ● 4.3 Restructure Parent-School-Partnership (PSP) to diversify and unify parent involvement across sites
Goal 5:	<p>Organization leaders, in collaboration with community partners, sustain a high quality learning experience for all students.</p> <p>KEY STRATEGIES</p> <ul style="list-style-type: none"> ● 5.1 Strengthen brand, marketing, and community outreach efforts to support recruitment and stable enrollment ● 5.2 Explore long-term facilities planning org-wide ● 5.3 Develop and monitor short-term model adjustments and long-term growth plan ● 5.4 Engage in advocacy at the local and state level to help support the livelihood of charter schools and encourage a supportive authorizing environment ● 5.5 Establish fundraising arm within the organization

ROCKLIN ACADEMY — FAMILY OF SCHOOLS

WHERE STUDENTS COME FIRST



STRATEGIC PLAN UPDATE 2022-2027

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Who We Are



Our Mission

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.



Our Vision

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.



Our Core Values

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data, and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

Theory of Change

Who We Are

We are a family of educators who provide exemplary educational programs for diverse student populations in rapidly growing Northern California counties.

What We Believe

Students come first: We respond to the passions, interests, and needs of all students. We believe in each student's abilities to achieve at high academic levels. We vigorously defend our students' rights to an excellent education regardless of their background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other discriminating factor

Diversity is our greatest asset: We believe in the richness of ideas, backgrounds, and perspectives. We celebrate and embrace the diversity of our community. We continuously strive to diversify our curriculum, staff, leadership team, and Board of Directors to best serve our students equitably

We invest in our people: We dedicate time and resources to develop leaders at all levels of our organization. We are responsive to staff needs and continuously explore innovative strategies to promote our team members' growth and sustainability

What We Do & How We Do It

We intentionally bring in multiple perspectives and voices to strengthen our instruction

- Our foundational curriculum, Core Knowledge, emphasizes a global perspective and promotes equity through shared understanding
- Our novel-based English Language Arts program proudly represents a wide range of authors, identities, and ideas representative of our global community

We create a school environment of involvement, empathy, and connection where all students are seen and heard by their peers and school staff

We strive to recruit staff who reflect the diversity of our community and multicultural world

- We create opportunities for students from all backgrounds to connect and build relationships between and across grade levels

- We use authentic moments in the school day to build social skills and emotional intelligence
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- Well developed PLCs (Professional Learning Communities) support collaborative teams
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We encourage real-world application of learning and extend learning beyond the classroom

- We help teachers tap into the diverse knowledge and network of our parents to enrich classroom learning and extend learning at home
- We enlist private and public sector leaders to help students explore new interests and build career readiness skills

Why

Short-term outcomes:

- We retain talented and diverse teachers and staff
- We maintain an inclusive learning environment that supports all students
- Students achieve at their greatest academic potential
- Students connect with their individual passions and build an intrinsic interest to learn

Long-term outcomes:

- Students engage in their communities with global perspective and awareness
- Students are compassionate and active citizens who impact the world with excellence

STRATEGIC PLAN GOAL ONE



All students build depth of understanding in core concepts through an equitable, cohesive preschool & TK - 12th grade education program.

Strategy 1.1	Develop a cohesive grading and assessment system that is clearly communicated to educational partners and inclusive of all learners
Strategy 1.2	Expand strategies to accelerate student learning (for students who are not meeting grade level standards) by implementing Tier II interventions in ELA & math
Strategy 1.3	Teachers will implement Universal Design for Learning (UDL) principles at Tier I, Tier II and Tier III to provide appropriate accommodations, supports, and challenges for all students
Strategy 1.4	Standardize science and social studies standards and assessments (e.g., rubrics, exemplars)
Strategy 1.5	Expand and realign preschool and TK programming & curriculum to support a strong foundation for every student



PROGRESS GOAL ONE

We are pleased to report the progress that has been made in Goal 1 as we strive to ensure all students are building depth of understanding in core concepts through an equitable and cohesive education program. Through this work, the Educational Services team conducted parent interviews

during Trimester 1 parent-teacher conferences to revisit family engagement expectations and systems to better support two-way engagement and to inform modifications needed to develop a cohesive grading and assessment system inclusive of all learners with a specific focus on elementary report cards. Our learning will continue next year as we continue to research and provide opportunities for educational partners to provide input on aligning our grading and assessment systems.

Our professional development this year has centered around clarifying the roles of General Education teachers, Education Support Specialists (ESS) and Education Specialists within tiers of support, the difference between accommodations and modifications and instructional strategies with a specific focus on students not meeting grade level standards and implementing Tier II interventions in ELA and math to support their achievement of grade level standards.

Much has been accomplished by our RAFOS Preschool-Kindergarten team to support students who will be entering our transitional kindergarten classes at younger ages over the next two years. This team first grounded themselves in bodies of research provided by the Preschool Learning Foundations, Desired Results Developmental Profile and the Core Knowledge Sequence with a focus on determining the essential skills of our 3 year old (preschool) and 4 year old (transitional kindergarten) programs in regards to social emotional learning, movement, visual arts, music, history/geography, science, language and math. The team is working through each of the elements of our program through the lens of understanding our current abilities and gaps related to the goals of our program and then obtaining, developing, or refining our materials to meet the needs of our staff and students.

We are proud of the work we have accomplished in Year 1 and look forward to continuing to expand upon our equitable and cohesive academic program to ensure all students are building a depth of understanding of core concepts.

STRATEGIC PLAN GOAL TWO

Our inclusive school environment cultivates students who are responsible, compassionate, and engaged citizens.

Strategy 2.1	Reevaluate social emotional learning (SEL) curriculum to be more authentic, student-led, and embedded into core instruction
Strategy 2.2	Establish grade-level and school-wide expectations to promote diversity, equity, & inclusion (DEI)
Strategy 2.3	Expand student leadership programs in ways that promote community
Strategy 2.4	Create opportunities for students to develop college and career readiness skills





PROGRESS GOAL TWO

Goal 2 has been a focus this year for staff-wide collaboration around diversity, equity and inclusion (DEI) beginning with the 2022-23 Kick-Off Day. During Kick-Off Day, all staff reviewed the 2022 strategic plan and compared it to the 2017 strategic plan noting a focus on intentionally calling out

DEI in the five goal areas. Staff then brainstormed a list of examples of what DEI looks like and why it is important to each of the five goals by creating a DEI connection statement for each goal and sent a mid-year survey to all staff for feedback. After making revisions based on staff feedback, we met with all staff and asked them to set intentions around this work: Which goal and DEI connection statement is most applicable to your work?; How will you manifest this in your work?; What strategies will you use to reinforce and celebrate this in your practice? Staff celebrated and honored practices they currently utilize and planned for intentional use of new strategies.



Social Emotional Learning continues and has been expanded to support student behavioral needs and safe school climates at each of our campuses with a continued focus on social emotional health.

To create a cohesive way to share college and career information such as community service, Naviance, college applications, financial aid, CTE and career exploration with students and families, the Western Sierra counseling team has created a College and Career Resources website as well as weekly newsletters capturing real time information and opportunities including college visits.

The work in Goal 2 is vital to student academic, behavioral and emotional growth and we are eager to continue the work to ensure we are creating an inclusive school environment for every student.

STRATEGIC PLAN GOAL THREE



Our work culture supports sustainability and values continuous growth of teachers, staff, and administrators.

Strategy 3.1	Identify new pathways and incentives to recruit and hire diverse staff & teachers
Strategy 3.2	Continuously analyze and adjust compensation to attract and retain diverse, high-performing talent
Strategy 3.3	Continuously analyze and adjust structures to increase teacher collaboration, planning, and professional learning time
Strategy 3.4	Adapt organizational structure and leadership development pathways for teachers and administrators to support professional growth and succession planning
Strategy 3.5	Dedicate resources and develop new practices to reinforce core values and promote diversity, equity, and inclusion (DEI)



PROGRESS GOAL THREE

We are excited to report that notable progress has been made in Goal 3. Recruitment efforts have been expanded to include participation in several job fairs and community outreach events in both Placer and Sacramento Counties.

More than ten varying credential programs throughout California were invited to many of the job fairs to heighten awareness of our program. RAFOS collaborated with two other Charter Organizations to launch the first annual Charter School Collaborative Career Fair for Sacramento, Placer, and Yolo counties. It was a big success! The increased presence has helped support our goal in hiring diverse teachers and staff and building a strong and positive collaboration with the educational community.



Outreach and new partnerships include multiple credential programs that expand to the bay area and Southern California. There are several student teachers from these programs completing their education with the support of our schools. In addition, to bolster staff in our nutritional services department, job postings were strategically placed to attract stellar candidates from culinary schools and community college programs.

Lastly, a classified staff compensation study was completed which resulted in significant changes to the classified pay schedules. This deep dive study and adjustment helped to attract and retain quality staff.

The team is proud of the outstanding gains made in Goal 3 to support continuous growth and sustainability.

STRATEGIC PLAN GOAL FOUR



Parents are valued partners who strengthen our schools and programs.

Strategy 4.1	Revisit family engagement expectations and systems for all staff, teachers, and parents to better support two-way engagement
Strategy 4.2	Develop systems to better leverage the expertise and knowledge of our diverse parent base
Strategy 4.3	Restructure Parent-School-Partnership (PSP) to diversify and unify parent involvement across sites



PROGRESS GOAL FOUR

Focus on family engagement has led to exciting progress on Goal 4. At each site, Parent School Partnerships (PSPs), in collaboration with site Principals, expanded on their offerings of community-building events to enhance the culture across the schools. Coffee Chats, new family events and financial support toward initiatives, enrichment activities, and classroom needs enriched our school communities. In connection with Goal 1, the Educational Services team conducted parent interviews during Trimester 1 parent-teacher conferences to revisit family engagement expectations and systems to better support two-way engagement.

In collaboration with Sacramento County Office of Education's Family and Community Engagement department, our organization was accepted into the California



Collaborative for Educational Excellence's Community Engagement Initiative (CCEE/CEI). A leadership team including organizational leaders, school site leaders, parent leaders, and a County Office of Education staff member, are engaging in deep learning with CCEE/CEI and will inform the next steps in this goal area. Specifically, strategies to build trusting relationships through effective and equitable two-way communication between school staff and families have been implemented or planned for implementation, based on a root cause analysis and data collection, including interviews with parents and staff members. Strategies will be implemented in new family onboarding, in parent/teacher communication structures and support, and in creating more opportunities for strong, trusting relationships to be built between families and school staff. These strategies are being piloted at one site and shared across the organization as the team continues to learn more from other schools and districts involved in the initiative.

To enhance effective, two-way communication between families and the school, a new communication tool is being considered to help track and collect data on the level of engagement with communication and newsletters, and to provide equitable and easy access for families to information provided by the school.

STRATEGIC PLAN GOAL FIVE



Organization leaders, in collaboration with community partners, sustain a high quality learning experience for all students.

Strategy 5.1	Strengthen brand, marketing, and community outreach efforts to support recruitment and stable enrollment
Strategy 5.2	Explore long-term facilities planning org-wide
Strategy 5.3	Develop and monitor short-term model adjustments and long-term growth plan
Strategy 5.4	Engage in advocacy at the local and state level to help support the livelihood of charter schools and encourage a supportive authorizing environment
Strategy 5.5	Establish fundraising arm within the organization



PROGRESS GOAL FIVE

We made great progress on Goal Five, focusing on the sustainability of our organization. This year's enrollment cycle has seen significant progress in the form of community profile reports to better understand the demographics surrounding the schools. The addition of "tuition-free" to the marketing posts has further enhanced the messaging, while parent information meetings have highlighted the Core Knowledge Curriculum and how it is implemented. The branding efforts have received a boost with a modernized logo and identity set based on the preliminary brand audit. The guidelines have been rolled out via social channels, website, and collateral, with plans to expand to swag and other things over the next year.



The overall enrollment strategy and messaging have been based on the Theory of Change & Strategic Plan, which has been applied to all student recruitment work and some branding efforts, including social media.

Securing long-term, low-cost facilities is crucial to our sustainability. Expansion of transitional kindergarten, requiring universal meals and expanded learning opportunities program requirements have added further facilities needs. Purchasing the lot next to Western Sierra Collegiate Academy, securing a long-term campus for American River Collegiate Academy, and evaluation of the lease at Gateway have been some of the key actions taken this year.

Engaging in advocacy efforts is critical to the livelihood of charter schools. It can shape policy decisions, secure funding, build community support, and promote innovation in education. We continue to build on our strong relationships with our authorizers, community organizations and businesses, local and state legislators and educational partners. The development of a roster of community leaders and partners has been initiated, and the roster is shared with the CMO and Site Leaders for further additions. We are on track with our progress on Goal 5 and are confident in our ability to sustain a high quality learning experience for all students.

ROCKLIN ACADEMY

FAMILY OF SCHOOLS

ROCKLIN ACADEMY
PRESCHOOL



AMERICAN RIVER
COLLEGIATE ACADEMY



ELEMENTARY SCHOOL

ROCKLIN ACADEMY



ELEMENTARY SCHOOL

ROCKLIN ACADEMY
GATEWAY



ELEMENTARY/MIDDLE SCHOOL

WESTERN SIERRA
COLLEGiate ACADEMY



MIDDLE/HIGH SCHOOL

WHERE STUDENTS COME FIRST