



AMERICAN RIVER COLLEGIATE ACADEMY (ARCA) CHARTER SCHOOL 2022-2023 ANNUAL OVERSIGHT REPORT

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Overview

This Annual Report summarizes the activities of the American River Collegiate Academy (ARCA) 2022-2023 school year in the following four oversight categories within the Memorandum of Understanding (MOU) with ARCA (2021-2026).

I. Progress Toward Meeting Charter and Local Control and Accountability Plan (LCAP) Goals

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Charter School Legislative Update

In 2021-2022, Assembly Bill 101 extended all charter school terms that expire between January 1, 2022 and June 30, 2025, by two years due to the pandemic and distance learning. On July 10, 2023, the Governor signed Senate Bill 114 to extend the term of charter schools that expire on or between January 1, 2024, and June 30, 2027, by one additional year. As per the CDE's Charter School Database, ARCA's charter was extended and will expire on June 30, 2028.



I. PROGRESS TOWARD MEETING CHARTER AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) GOALS

The American River Collegiate Academy (ARCA) is part of the Rocklin Academy Family of Schools (RAFOS), a California public charter school organization that was established in 2000 and serves 2,508 students in transitional kindergarten (TK) through twelfth grade. ARCA began serving students on August 13, 2020. During the 2022-2023 school year, ARCA operated a full-day traditional school schedule serving 80 students in transitional kindergarten (TK) through third grade with plans to expand one grade level per year until they are a full TK through sixth grade campus. ARCA's long-range plan is to expand by adding seventh through twelfth grades.

As reported in ARCA's 2023-2024 LCAP Engaging Educational Partners section, ARCA shared information and consulted with their educational partners through workshops during February and March of 2023, engaging parents and staff in discussions about student learning and ideas for eliminating barriers to educational opportunities and outcomes. Parents and students were also surveyed to learn more about their perceptions and the needs of ARCA students. The top priorities that emerged from the surveys were additional staffing to support students, resources such as Chromebooks and iPads, and counselors. ARCA's 2023-2024 LCAP was presented to and approved by the RAFOS Board of Directors on June 20, 2023.

2023-24 LCAP 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.

Progress Toward Meeting LCAP Goal 1

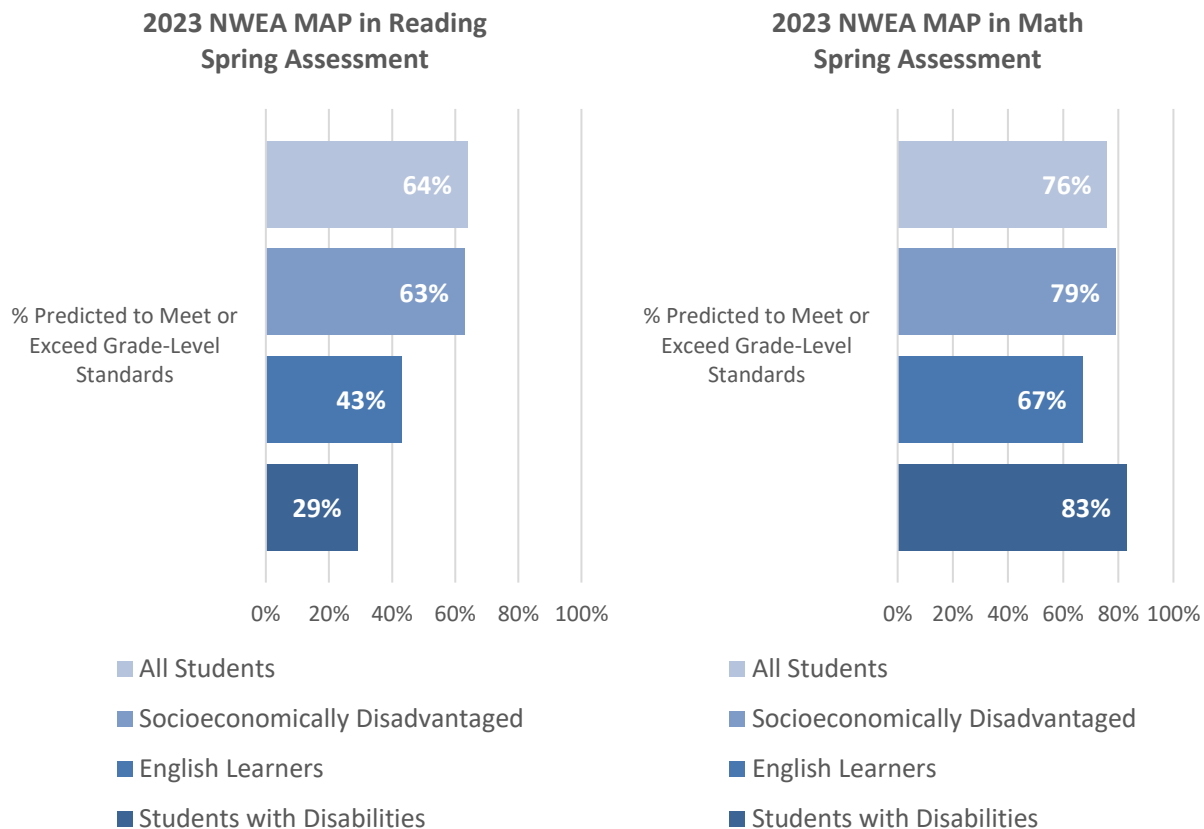
ARCA lists 21 actions under LCAP Goal 1. The actions cover a variety of topics that are designed to impact student academic growth and achievement. The actions include teacher professional development, student interventions, expanded learning opportunities, math curriculum for students with disabilities, technology for students and teachers, student, parent and teacher engagement, paraprofessionals, family resources, volunteer opportunities, and English language development for English learner students.

English language development (ELD) is supported by an English Learner Coordinator who ensures that all English learner students are appropriately placed into a Structured English Immersion program and receive daily integrated and designated ELD instruction. ARCA reported in the 2022-2023 LCAP Annual Update that although the English Learner student group is not numerically significant (30 or more), which was confirmed by the 2022 California School Dashboard English Learner Progress Indicator (ELPI), they also monitor their progress in ELA and math using their local assessments, the Northwest Evaluation Association (NWEA) Measures of Academic Progress

(MAP). The spring 2023 MAP assessment results show the English Learner student group exceeded their projected growth targets in both reading and math as illustrated on page 4.

Student Progress as Measured by Local Assessments

ARCA monitors the progress of all students through both formal and informal assessment measures. ARCA reports student growth overall during the 2022-2023 school year as measured by the MAP assessments in Reading and Math. The MAP assessments measure what students know and how they are growing academically over time. Schools can analyze the MAP assessment results in a variety of ways. One method is to examine students' overall predicted proficiency levels. A school-level report based on a 2019 NWEA linking study predicts student proficiency on the statewide Smarter Balanced assessments (SBAC) in English Language Arts (ELA) and Math for students in grades two and three. ARCA uses the linking study methodology to also estimate similar predictions of grade level proficiency for kindergarten and first grade. Overall, 64% of ARCA students are predicted to meet or exceed grade-level standards in ELA and 76% of ARCA students are predicted to meet or exceed grade-level standards in math.



Source: ARCA

The NWEA MAP growth report provides ARCA leaders and teachers with information about the progress students are making over time including details about specific skills students may be missing so instruction can be adjusted to meet individual student needs. ARCA implemented the MAP assessments during the fall, winter, and spring terms in kindergarten through third grade to monitor growth throughout the year. On average, projected scale score growth for all students from the fall assessment to the spring assessment was 13.9 points in reading and 15.0 points in math. Overall, observed growth between the fall and spring MAP assessments surpassed projected growth in reading and math by 102.8% and 113.9%, respectively. All significant student groups exceeded average growth targets in math. In reading, the English Learner student group also exceeded their growth target. Overall, and for each significant student group, academic growth in the areas of reading and math exceeded or nearly met projected growth targets.

Grades K-3 MAP Assessments - Overall Projected compared to Observed Growth in 2023						
Student Group	Reading			Math		
	Projected Growth	Observed Growth	Percentage of Goal Achieved	Projected Growth	Observed Growth	Percentage of Goal Achieved
All Students	13.9	14.3	102.8%	15.0	17.1	113.9%
SED	13.5	12.2	90.1%	14.7	15.5	105.4%
EL	16.8	17.4	103.3%	16.2	20.4	125.7%
SWD	14.9	12.6	84.9%	15.1	19.5	128.9%

Source: ARCA

The following table illustrates the percentage of students in kindergarten through third grade who met their individual growth goals in reading and math. In reading, from the winter to spring assessments, 59% of students met or exceeded their individual growth goals. In the area of math, 68% of students met or exceeded their growth goals from winter to spring.

Grades K-3 MAP Assessments - Students Meeting or Exceeding Growth Goals in 2023			
Reading	Percentage of Students	Math	Percentage of Students
Winter to Spring	59%	Winter to Spring	68%

Source: ARCA

The NWEA MAP assessments are for students in K-8. So, with the addition of transitional kindergarten (TK), more developmentally appropriate measures of progress were needed. The RAFOS Universal Prekindergarten Team, in collaboration with administration and instructional coaching staff, created standards-aligned assessment tools to measure mastery and progress toward targeted TK learning standards. As illustrated in the example on Page 5, student progress in TK is measured using rubrics that benchmark progress over the school year. As intended for TK curriculum per California EC 48000(f), the literacy standard shown in the example is aligned with the California Preschool Learning Foundations developed by the California Department of Education.

ARCA TK Assessment Sample

This trimester students studied and were assessed on All About Me, Families and Community, Our Big World, and Nursery Rhymes. Below is each TK standard and the benchmarks of proficiency for each trimester.

Reading Literacy - Standards	Standard Benchmarks for each Trimester		
	T1	T2	T3
RL.TK.2- With prompting and support retells stories including key details. (PLF.LL.4.1)	I can retell stories. (Retells story including main character, order of story, and details with picture prompts and support.)	I can retell stories orally with prompting. (Teacher questions, can reenact, retell)	I can retell stories by using a drawing and dictation response with key details. (Responding orally and with a visual drawing and dictation response.)

Source: ARCA

ARCA's addition of third grade in the 2022-2023 meant implementation of the statewide Smarter Balanced Assessments for the first time. In May 2023, students in third grade took the Smarter Balanced Assessments in ELA and Math. At the time of this report, the results of the assessments were not available. However, they are anticipated to be available in October 2023. These results will establish a baseline measure for student progress on the statewide assessments and will also be used to calculate ARCA's performance on the State Academic Indicators for ELA and Math reported in the 2023 California School Dashboard.

The following executive summary of the 2022-2023 Annual LCAP Metric Outcomes for LCAP Goal 1 provides evidence of progress in providing ARCA students with an academic program that results in academic achievement for all students. ARCA met the target for each LCAP metric in Goal 1 except for two (2) which are not yet measurable. They will become measurable when the number of English learner students totals 11 or more and the results of third grade students on the statewide assessments are made available.

Executive Summary of 2022-2023 Annual LCAP Metric Outcomes for LCAP Goal 1	
Annual LCAP Metrics (2022-2023)	Outcomes
I. 100% of teachers are appropriately credentialed and assigned.	Met
II. Overall Facilities Inspection Tool (FIT) score of good or better.	Met
III. 100% of students with access to standards-aligned instructional materials.	Met
IV. 100% of EL students with access to state standards and level of implementation of ELD standards instruction at 4 or better based on Local Indicator rating scale (1-5).	Met

V.	100% of students with access to and enrollment in a broad course of study.	Met
VI.	Percentage of students meeting/exceeding standards on CAASPP assessments.	Grade 3 available in October 2023
VII.	Percentage of English Learners demonstrating progress at or above state average.	N/A (Less than 11 students)
VIII.	EL Reclassification Rate a. 2022-2023 = 44% (internal data)	Met
IX.	Percentage of all students who score 3 or 4 in Reading and Math	Met
X.	Maintain percentage of respondents who indicate they believe RAFOS seeks their input as part of the decision-making process all or most of the time at 80% or greater. a. Family Survey = 88% of respondents	Met
XI.	Maintain percentage of respondents who indicate they have participated in school-sponsored engagement at 80% or greater. a. Family Survey = 88% of respondents	Met

Source: ARCA 2023-2024 LCAP

Last year, ARCA's 2022 California State Dashboard included results for the State Indicators of Suspension Rate and Chronic Absenteeism based on their performance during the 2021-22 school year. An analysis of these indicators is included in the LCAP Goal 2 section of this report. In 2023, the Academic Indicators in ELA and Math will provide an overall level of performance. However, comparisons by significant student group may not be available due to the low number of students (less than 11 students) in each student group. As ARCA adds grade levels in the coming years, the Academic Indicators for ELA and Math will be disaggregated by significant student groups to allow for the analysis of performance gaps between groups. Also, with the addition of both grade levels and English learner students (11 or more students), the English Learner Progress Indicator (ELPI) and the English Language Proficiency Assessments for California (ELPAC) will be published.

2023-2024 LCAP Goal 2

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

Progress toward meeting LCAP Goal 2

ARCA lists 8 actions under Goal 2. The actions focus on supporting the whole child and creating an environment where all students are safe, engaged, supported, challenged, and healthy. Through the collective support of teachers, counselors, and families, ARCA is committed to restore and improve the overall well-being of their students and school community. The LCAP actions under Goal 2 include restorative practices, counseling support, community mental health partnerships and resources, connecting families to community-based services, and professional



development in the areas of social and emotional learning, trauma-informed practices, mental health and wellness, and de-escalation strategies.

ARCA continues with implementation of *In Focus*, a daily social and emotional learning curriculum for all students. The curriculum helps students develop their social and emotional intelligence so they can successfully navigate the challenges, relationships, and experiences they encounter during childhood and into adulthood. As reported in ARCA's 2022-2023 LCAP Annual Update, ARCA is working proactively to build community, strengthen relationships, and create a safe learning environment for their students by teaching social and emotional learning lessons and providing a multi-tiered system of support.

ARCA is intentionally building classroom environments where learning can occur with respect and rapport among all. Early in the year, students were provided additional instruction and modeling and classroom check-ins were conducted in order to collectively identify a goal to improve student's sense of belonging. Throughout the year 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. ARCA staff also supported students with regulation of their emotions and provided teachers with training so they can effectively use trauma-informed practices and strategies to help regulate emotions in a restorative classroom environment. Through restorative practices, students can navigate conflict resolution, take ownership of their behavior, practice empathy, take the perspective of others, and engage in forgiveness.

In 2022-2023, ARCA measured the impact of their actions by administering a self-created student survey tailored to their younger students since the California Healthy Kids Survey is intended for older students and is administered to students beginning in the fifth grade. ARCA reported that 92.3% of students stated they "feel like I belong at my school." High levels of student engagement at ARCA are further supported by a 95.86% attendance rate in 2022-2023.

The following executive summary of the 2022-2023 Annual LCAP metric outcomes for LCAP Goal 2 indicate success in cultivating student citizenship through high attendance levels, a low suspension rate, and no expulsions. ARCA acknowledges challenges with chronic absenteeism in the 2021-2022 school year due to continued public health restrictions which required students to stay at home when exhibiting symptoms. According to the 2022 California School Dashboard, ARCA's chronic absenteeism was 24.2% overall and 29% for socioeconomically disadvantaged students. Although these rates are high, they are lower compared to 34% in Sacramento County and 34.3% in San Juan Unified School District in the same year. In 2022-2023, ARCA's efforts to increase student's regular attendance at school included the development of a third LCAP goal specifically focused on reducing chronic absenteeism. ARCA reports these efforts had a positive impact on chronic absenteeism during the 2022-2023 school year. Based on early estimates using CALPADS report 14.2, ARCA determined the chronic absenteeism rate dropped by 8.9% in 2022-2023 and for the numerically significant student group of socioeconomically disadvantaged students, the chronic absenteeism rate dropped by

7.2%. The 2022-2023 chronic absenteeism rates will be published in December 2023 in the 2023 California School Dashboard.

Executive Summary of 2022-2023 Annual LCAP Metric Outcomes for LCAP Goal 2	
Annual LCAP Metrics (2022-2023)	Outcomes
I. Maintain or increase the attendance rate <ul style="list-style-type: none"> 2022 = 93.58% 2023 = 95.86% 	Met
II. Maintain chronic absenteeism rate below 2% <ul style="list-style-type: none"> 2022 California School Dashboard = 24.2% 	Not Met
III. Maintain suspension rate below 2% <ul style="list-style-type: none"> 2022 California School Dashboard = 1.6% 	Met
IV. Maintain expulsion rate of 0% <ul style="list-style-type: none"> 2023 = 0% 	Met

Source: ARCA 2023-2024 LCAP. 2022 California School Dashboard.

2023-2024 LCAP Goal 3

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

Progress toward meeting LCAP Goal 3

The addition of a third goal in ARCA's 2023-2024 LCAP is designed specifically to address chronic absenteeism. ARCA was identified as an Additional Targeted Support and Improvement (ATSI) school by the California Department of Education based on their performance on the 2022 California School Dashboard. According to the California Department of Education, 62% of schools statewide were identified as ATSI schools in 2021-2022. Chronic absenteeism was the most common criteria for identification. For schools to be eligible for ATSI, one or more student groups must meet one of the following criteria:

- A. All indicators at the lowest Status level
- B. All indicators at the lowest Status level except for one indicator at another Status level

Due to the low number of enrolled students (61 students) at ARCA during the 2021-2022 school year, the Socioeconomically Disadvantaged student group was the only numerically significant student group. Additionally, the only other indicator on ARCA's 2022 Dashboard was the Suspension Rate Indicator which was not at the lowest status level. Based on the performance of the Socioeconomically Disadvantaged student group on the Chronic Absenteeism Rate Indicator at the lowest status level and the Suspension Rate Indicator at another status level, ARCA met Criteria B.



Schools can exit ATSI status annually based on their performance on the California School Dashboard. As a result of ARCA's efforts to decrease chronic absenteeism in 2022-2023 and the addition of the Academic Indicators in the ARCA 2023 California School Dashboard, it is possible ARCA will no longer meet the criteria listed above for ATSI status for any of the numerically significant student groups based on their performance on the 2023 California School Dashboard. Eligibility of schools will be available from the California Department of Education in early 2024.

Seven new actions under ARCA's LCAP Goal 3 are targeted specifically to reduce chronic absenteeism:

1. Create custom alerts in our student information system that allow teachers and staff to quickly identify students who are absent multiple days or when they are chronically absent.
2. Provide targeted, tiered support to families to assist in reducing chronic absenteeism including calling families to determine why students are absent and provide support as needed. Schedule meetings with families when students are nearing chronic absenteeism levels to discuss why and how we can support them in coming to school.
3. Refine our Independent Study Plans process, making it more family friendly.
4. Ensure that we are creating a welcoming environment for all students. Greet students and families when they arrive in the mornings and pick-up at the end of the day.
5. Create student certificates for improved attendance. Provide messages quarterly to parents/guardians about chronic absenteeism and the importance of school attendance.
6. Continue to provide before and after-school childcare at no cost for our socioeconomically disadvantaged students.
7. Create a schoolwide attendance goal and incentives for meeting the goal.

The metric ARCA selected to measure progress of Goal 3 is the chronic absenteeism rate for socioeconomically disadvantaged students which was 29% in the 2021-2022 school year. The chronic absenteeism rate is also included as a measure of progress for LCAP Goal 2 based on the performance of students overall. ARCA continues to support student success with 12 out of 13 of its applicable LCAP outcome measures met.

LCAP Summary

ARCA's 2023-2024 LCAP demonstrates that leadership engages in thoughtful reflection on past practice and proactively takes action to address areas that need improvement. ARCA students continue to perform at high levels of achievement in reading and math based on local assessments. English learner students are beating the odds based on the reclassification rate of 44% and local assessment results in reading and math that show they are meeting their growth targets as a whole group. Additionally, there is no performance gap between socioeconomically disadvantaged students and all students as a whole group.

The descriptions of the partner engagement process in the 2023-2024 LCAP and the results of the local parent survey confirm that ARCA actively seeks the input of their families in the design of their programs and services. The intentional and strategic actions to reduce student chronic absenteeism ARCA put into place during the 2022-2023 school year with plans to continue into the 2023-2024 school year demonstrate they are committed to the success of their students and their families, and are focused on the long-term success of ARCA.

II. KEY DEMOGRAPHIC DATA AND ENROLLMENT

The percentage of African American, Hispanic, and White students enrolled at ARCA has remained relatively constant over the past three years with 4% of the student population identifying as African American in 2022-2023, 25% as Hispanic or Latino, and 46% as White. The percentage of English learner students has declined slightly. However, the total number of English learner students, nine (9) students, remained the same in 2021-2022 and 2022-2023.

Demographic Trends			
Ethnicity	2020-21	2021-22	2022-23
African American	4%	3%	4%
Asian	19%	12%	8%
Hispanic or Latino	11%	28%	25%
White	41%	39%	46%
Two or More Races	26%	18%	18%
Student Group	2020-21	2021-22	2022-23
English Learners	19%	15%	11%
Foster Youth	0%	0%	0%
Homeless	0%	2%	0%
Students with Disabilities	4%	12%	9%
Socioeconomically Disadvantaged	33%	46%	34%

Source: CDE, Data Quest, Enrollment by Ethnicity and Grade, Enrollment by Subgroup

In the table on Page 11, a comparison of ARCA's student demographics is made to three elementary schools in the San Juan Unified School District which are centrally located in the City of Citrus Heights. Mariposa Avenue Elementary, Carriage Drive Elementary, and Woodside K-8 were chosen as comparisons due to their proximity to the originally proposed ARCA site and have remained as the comparison schools in the annual report to show the degree of consistency between student demographics of ARCA and the school community it serves.

2022-2023 Demographic Comparisons			
Ethnicity	ARCA	San Juan Schools Near ARCA	San Juan Unified School District
African American	4%	5%	7%
Asian	8%	3%	9%
Hispanic or Latino	25%	34%	26%
White	46%	49%	47%
Two or More Races	18%	7%	8%
Student Group	ARCA	San Juan Schools Near ARCA	San Juan Unified School District
English Learners	11%	16%	17%
Foster Youth	0%	0%	0%
Homeless	0%	5%	3%
Students with Disabilities	9%	17%	14%
Socioeconomically Disadvantaged	34%	66%	55%

Source: CDE, Data Quest, Enrollment by Ethnicity and Grade, Enrollment by Subgroup

Overall, the comparisons between ethnic and student groups show similarities between ARCA and the San Juan Unified schools located in the central Citrus Heights area. ARCA has 4% African American students enrolled compared to 5% attending San Juan Unified schools. The percentage of White students attending ARCA and San Juan Unified schools is also similar at 46% and 49%, respectively. The percentage of English learner students and Hispanic students enrolled at ARCA is slightly less than San Juan schools, and the percentage of socioeconomically disadvantaged students is also less at ARCA compared to San Juan schools. As the number of students increases at ARCA, these percentages will stabilize. Currently, the number of socioeconomically disadvantaged students represented by the 34% at ARCA during the 2022-2023 school year equals 21 students. Just five (5) more socioeconomically disadvantaged students enrolled in the 2022-2023 school year would have increased the percentage to 41%.

An important demographic measure that determines funding levels for schools in California is the Local Control Funding Formula (LCFF) Unduplicated Pupil Count. LCFF Unduplicated Pupils are defined as pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria. Although there was an increase in the percentage of unduplicated pupils enrolled at ARCA the 2021-2022 school year, the percentage in 2022-2023 is lower compared to San Juan Unified schools.

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: CDE 2022-2023, 2021-2022, 2020-2021 Unduplicated Count Source Files

LCFF Unduplicated Pupil Count Comparisons			
School Year	ARCA	San Juan Schools Near ARCA	San Juan Unified School District
2020-21	44.44%	61.34%	50.91%
2021-22	54.09%	60.80%	53.45%
2022-23	41.25%	71.61%	59.62%

Source: CDE 2022-2023, 2021-2022, 2020-2021 Unduplicated Count Source Files

As the number of students increases at ARCA through the addition and expansion of grade levels, the LCFF Unduplicated Pupil count as a percentage of enrollment will also stabilize. Fluctuations in this percentage are expected even as ARCA continues to focus on recruiting students who share similar demographics to students who attend San Juan Unified schools.

Projected Enrollment

Enrollment				
Category	2020-2021	2021-2022	2022-2023	2023-24*
Male	53%	52%	55%	53%
Female	47%	48%	45%	47%
Transitional Kindergarten	N/A	N/A	12	24
Kindergarten	17	24	17	24
First Grade	10	23	20	20
Second Grade	N/A	14	19	22
Third Grade	N/A	N/A	12	19
Fourth Grade	N/A	N/A	N/A	11
Total	27	61	80	120

Source: CDE, Data Quest, Enrollment by Ethnicity and Grade. *ARCA projected 2023-2024 enrollment.



On July 14, 2022, ARCA submitted a material revision to the Sacramento County Board of Education due to actual enrollment being less than the original projections in the charter petition by more than 10% of the total enrollment each year. The material revision changed the projected enrollment to 108 students in 2022-2023, 150 students in 2023-2024, and 180 students in 2024-2025. However, actual enrollment in 2022-2023 was 80 students which resulted in a another notification from SCOPE to ARCA on May 12, 2023 requesting a second material revision be submitted to the Sacramento County Board of Education due to the difference between actual and projected enrollment in 2022-2023 of more than 10% of the total enrollment.

A review of the 2023-2024 Rocklin Academy Family of Schools (RAFOS) Adopted Budget Report presented to and approved by the RAFOS Board of Directors on June 20, 2023 shows further adjustments to the enrollment projections over the next three years. For 2023-2024, the projected enrollment decreased to 120 students from the projection of 150 in the May 2022 material revision. Then in 2024-2025 and 2025-2026, the enrollment projections increase to 354 students by the 2025-2026 school year.

Projected Enrollment Compared to 2023-2024 Actual Enrollment						
Projected Enrollment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Original Charter Petition	144	216	300	384	468	
May 2022 Material Revision			108	150	180	
2023-2024 Adopted Budget Report				120	276	354
Actual Enrollment	27	61	80	120*		

Source: CDE, Data Quest, Enrollment. *ARCA projected 2023-2024 enrollment.

The increases in projected enrollment in 2024-2025 and 2025-2026 are contingent on moving to a larger facility with room to add additional classes at all grade levels. As reported in the 2023-2024 RAFOS Adopted Budget Report, *“the enrollment assumptions are dependent upon a different facility and assume the following: Two classes grades TK-2, with one class in grades 3-5 for year 2024-2025. Three classes grade TK, two classes grades K-3, one class grades 4-6 for year 2025-2026. Additional assumptions will be evaluated as we continue to develop the outyear plan for facilities.”* Based on this statement from the 2023-2024 RAFOS Adopted Budget Report, these enrollment projections, and as a result, the budget projections for 2024-2025 and beyond are somewhat speculative. ARCA’s response to SCOPE’s request for a second material revision will provide the most current evaluation of enrollment projections. Now in their fourth year of operation, but only the second year of a full-day instructional model, ARCA’s projected enrollment in the 2023-2024 school year is 120 students.



Campus Update

Since opening in the 2020-2021 school year, RAFOS has actively pursued a long-term campus location for ARCA. The current location at 7755 Hazel Avenue will continue to serve as the ARCA campus during the 2023-2024 school year. During the spring and summer of 2023, campus enhancements to the outdoor green space, cafeteria tables, front office spaces, and staff lounge support a more functional and welcoming atmosphere.

RAFOS is actively working with the City of Citrus Heights Planning Department on a potential site plan and associated traffic study for a possible new location at 6060 Sunrise Vista. The new location is located four (4) miles to the southwest of the current location within the City of Citrus Heights. In early August, RAFOS leaders met with a City of Citrus Heights senior planner to receive preliminary feedback as they work to submit their application for use. RAFOS will meet again in mid-September with the City of Citrus Heights to further refine planning details and receive feedback from other agencies on topics such as fire and safety. Additional information from these agencies will help clarify the costs of the associated tenant improvements to 6060 Sunrise Vista.

Admissions Practices

ARCA 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 Schools nearest ARCA, ARCA prioritizes enrollment preferences to socioeconomically disadvantaged students, foster youth, and San Juan Unified residents. Preferences are also offered to siblings of currently enrolled students and children of full-time employees and board members. ARCA admits students who wish to attend the school. No assessment is administered to students prior to acceptance and enrollment into the school and ARCA complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Mandatory parental volunteer hours as a criterion for admission or continued enrollment is not required. The ARCA admission process consists of completion and submission of:

- Registration Form
- Proof of Residency Form for students residing in the authorizing district
- Proof of Minimum Age Requirements
- Proof of Required Immunizations

Applications are accepted during a publicly advertised lottery application period each year for possible enrollment in the following school year. Following the lottery application period, ARCA holds a lottery to determine admission, except for existing students who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing are given to the applicants in the following order:

1. Children of Rocklin Academy Family of Schools full-time employees

2. Siblings of students admitted to or attending American River Collegiate Academy
3. Students who reside within the district who identify as qualifying for Free or Reduced Price Meals
4. Students currently in foster care
5. Students who reside within the district
6. All other students who qualify for Free or Reduced-Price Meals
7. Children of Rocklin Academy Family of Schools board members
8. All other students

The following is a summary of students admitted to ARCA during the 2022-2023 school year. None of the students admitted during the 2022-23 school year were children of RAFOS employees. Of the 80 students enrolled, 50 students reside within San Juan Unified School District and 21 of them qualify for free or reduced priced meals. A total of 124 students participated in the lottery and no students were put on the waiting list.

Summary of Students Admitted to ARCA in 2022-2023	Number of Students
Number of students who are children of RAFOS employees	0
Number of students admitted who are siblings of ARCA students	14
Number of students who reside within SJUSD who qualify for FRPM	21
Number of students who reside within SJUSD	50
Number of students who participated in the lottery	124
Number of students on the waiting list	0

Source: ARCA

Student Recruitment Efforts

ARCA implemented several strategies during the 2022-2023 school year to recruit students that mirror the diversity and needs of the surrounding community. Strategies included Search Engine Marketing, targeted social media ads, print and radio advertisements in Russian Media, and attendance at community events. ARCA continues to engage with community organization with whom they have established relations including the Chamber of Commerce, Rotary, Single Mom Strong, the Sayonara Center, and Citrus Heights Neighborhood Associations. On August 1, 2023, ARCA participated in the annual Citrus Heights National Night Out event. ARCA staff hosted a booth and provided families with information. A number of prospective families and students visited the booth. In advance of the 2023-2024 enrollment cycle, ARCA conducted research to develop a community profile report to better understand the demographics of students immediately surrounding ARCA. This supported a more targeted marketing campaign. ARCA held multiple parent information meetings, providing families with an overview of ARCA's Core Knowledge Curriculum. Lottery information was posted on the RAFOS website, advertised



on social media, and emailed to every family who applied. The number of applications received for the 2023-2024 school year exceeded all previous lotteries.

III. FINANCIAL CONDITION

The financial statements of ARCA are included within the organization-wide financial statements of the Rocklin Academy Family of Schools (RAFOS) with each school’s adopted budget proposal presented separately. The 2023-2024 RAFOS Adopted Budget Report presented to and approved by the RAFOS Board of Directors on June 20, 2023 projects revenue organization wide to increase from approximately \$34M to \$39M over the next three fiscal years and certifies that its budget position is “positive.”

RAFOS Combined Three-Year Projected Revenue and Expenses			
	2023-2024	2024-2025	2025-2026
Revenues	\$33,523,942	\$36,557,664	\$38,929,401
Expenses	\$33,518,838	\$35,704,208	\$37,975,482
Excess (Deficit)	\$5,104	\$853,456	\$953,919
Fund Balance (Beg)	\$13,900,236	\$13,905,340	\$14,758,796
Fund Balance (End)	\$13,905,340	\$14,758,796	\$15,712,715

Source: 2023-2024 RAFOS Adopted Budget Report

The 2023-2024 RAFOS Adopted Budget Report supports that RAFOS will be able to meet its financial obligations for the 2023-2024, 2024-2025, and 2025-2026 school years. RAFOS reports the multi-year projections are based on the best available information at the time of the report. The most noteworthy estimate is enrollment and attendance as that determines revenue and associated staffing projections. The budget assumptions are based the Governor’s first budget projection, the May Revise, interim reporting periods, and attendance apportionment periods. RAFOS is anticipating an increase in enrollment and attendance in 2023-2024 based on the current lottery projections and waitlists for some schools. The total projected increase in student enrollment at RAFOS in 2024-2025 is 154 students and in 2025-2026 is 102 students. Overall, these projections are conservative. However, the bulk of the projected increases in enrollment are expected at ARCA.

The RAFOS Independent Auditor’s Report dated November 16, 2022, compiled by James Marta & Company LLP, a Sacramento-based certified public accounting firm, states the audit of the financial statements was conducted in accordance with generally accepted auditing standards and that, “In our opinion, the financial statements present fairly, in all material

respects, the financial position of the Rocklin Academy, as of June 30, 2022 and 2021.” The audited End of Period, Net Assets of RAFOS ending June 30, 2022 were \$14,861,796.

RAFOS Enrollment Projections			
School	2023-2024	2024-2025	2025-2026
Western Sierra	776	780	780
Rocklin Academy	558	558	558
Gateway	1,122	1,116	1,140
American River Collegiate	120	276	354
Total	2,576	2,730 (+154)	2,832 (+102)

Source: 2023-2024 RAFOS Adopted Budget Report

Based on the projected increases in enrollment, ARCA projects revenue to increase from \$1.9M to \$4.9M over the next three years. ARCA is also 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. In each of the three years, ARCA is also planning for a \$200,000 contribution from RAFOS with an ending fund balance in 2025-2026 of \$710,110. While ARCA projects a positive ending fund balance and maintenance of the required reserves specified in the MOU, ARCA has not yet generated enough revenue to sustain its operations without support from RAFOS.

ARCA Three-Year Projected Revenue and Expenses			
	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
Other Financing Sources	\$200,000	\$200,000	\$200,000
Fund Balance (Beg)	\$337,105	\$337,232	\$499,512
Fund Balance (End)	\$337,232	\$499,512	\$710,110

Source: 2023-2024 RAFOS Adopted Budget Report

In the table on Page 18, ARCA’s end-of-year audited financial statements for 2021-2022 show a \$400,000 contribution from RAFOS less a \$64,042 cost allocation for a net difference of \$335,958. In the 2022-2023 school year, the contribution from RAFOS was half that amount at \$200,000. Although all three years show deficit spending for ARCA, revenues increased by 36% from 2021-2022 to 2022-2023. Even though the three-year projections include contributions from RAFOS, ARCA is not anticipated to need them to realize an increasing ending fund balance (above the 5% REU) over the next three years based on the enrollment projections reported in the 2023-2024 RAFOS Adopted Budget Report.

ARCA Financial Trend Data			
	2020-2021 End of Year Audited Actuals	2021-2022 End of Year Audited Actuals	2022-2023 End of Year Estimated Actuals
Income	\$565,133	\$824,429	1,290,669
Expenditures	\$677,860	\$969,687	1,631,539
Income Less Expenditures	(\$112,727)	(\$145,258)	(\$340,870)
Other Sources	\$400,000	\$335,958	\$200,000
Beginning Balance	N/A	\$287,273	\$477,975
Ending Balance	\$287,273	\$477,973	\$337,105

Source: 2023-2024 RAFOS Adopted Budget Report. November 16, 2022 Independent Auditor's Report.

IV. GENERAL INFORMATION

Family and Community Engagement

In collaboration with the Sacramento County Office of Education's Family and Community Engagement Department, RAFOS was accepted into the California Collaborative for Educational Excellence's Community Engagement Initiative (CCEE/CEI). A leadership team including organizational leaders, school site leaders (including ARCA), parent leaders, and a SCOPE staff member, are engaging in deep learning with CEE/CEI to implement effective strategies that build trusting relationships through effective and equitable two-way communication between school staff and families.

During the 2022-2023 school year, ARCA staff continued to focus on creating a welcoming school community by being present for morning and afterschool drop off, engaging in fundraising nights with families, attending community events, participating in Citrus Heights community events, facilitating school events like Kindness Week, Spirit Week, and communicating appreciation to school volunteers. Teachers sent weekly communications, held trimester conferences, and offered regular meetings for parents to engage in their child's learning and the school community.

ARCA Parent School Partnership

ARCA believes that parent/guardian participation and interest are critical factors in the educational success of all students. The purpose of the Parent School Partnership (PSP) is to encourage active participation in the learning process at school and at home. The PSP helps to build community at school and develop connections between the school and community. Continuing the foundation that was initially created in 2020-2021, the ARCA PSP Board held regular monthly meetings throughout the 2022-2023 school year.



Governance

The Rocklin Academy Family of Schools (RAFOS) 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 ARCA in the pursuit of its vision and mission:

Board Decisions and Policy Revisions in 2022-2023

- Approved ARCA SARC
- Approved Annual School Calendar
- Approved ARCA Safety Plan
- Approved 2023-2024 Budget
- Approved 2023-2024 ARCA Local Control and Accountability Plan
- Approved 2023 ARCA California School Dashboard Local Indicators
- Approved Arts, Music, and Instructional Materials Discretionary Block Grant
- Approved Learning Recovery Emergency Block Grant
- Approved Declaration of Need for Fully Qualified Educators
- Approved Student Wellness Policy
- Approved Document Retention Policy
- Approved Investment Policy
- Approved English Language Development Curriculum
- Updated RAFOS Board Governance Handbook
- Updated Strategic Plan
- Revised ARCA Parent-Student Handbook
- Revised Employee Handbook
- Revised Expanded Learning Opportunities Program (ELO-P) Plan
- Revised Conflict of Interest Code
- Revised Administration of Medications Policy
- Revised Admission and Enrollment Policy*
- Revised Foster Youth Education Policy
- Revised Pupil Suspension and Expulsion Policy

**Revisions to the Admissions and Enrollment Policy consisted of amendments to the grade level to include transitional kindergarten and fourth grade.*

Professional Development

In 2022-2023, ARCA prioritized the development of their Professional Learning Community through a partnership with Instruction Partners, a nonprofit organization that worked alongside ARCA educators to support equitable student access to effective instruction. The collaborative



work guided the development of professional learning structures including site visits with observations and feedback, coaching sessions, review of research to inform student learning targets and goals, and customized professional learning development materials and resources. Throughout the 2022-2023 school year, ARCA administration engaged in multiple classroom walkthroughs to collect data and track progress on shifts in instructional practices towards effective implementation of standards. Data collected during each observation was used to tailor individual teacher professional learning and inform instructional coaching sessions. Administration also tracked student progress on MAP assessments in conjunction with the rollout of professional learning and coaching to measure the impact of adult learning on student outcomes.

To effectively provide Tier 2 interventions in the area of social and emotional support, ARCA leaders sought professional development to support behavior challenges in the classroom. ARCA partnered with the El Dorado SELPA to provide professional development on verbal de-escalation strategies. Additionally, an organization-wide behavior specialist was hired during the 2022-2023 school year to provide staff and students additional support in the area of social and emotional learning and intervention.

As described in ARCA's 2023-2024 LCAP, professional development days during the 2022-2023 school year focused on strengthening multi-tiered instruction for social and emotional learning, including trauma informed practices, setting schoolwide social and emotional goals with specific strategies to monitor student well-being, and creating a supportive Positive Behavior Interventions System (PBIS) structure for students, staff, and families.

Summary

The 2022-2023 ARCA Kickoff Day began the year with an intentional focus on diversity, equity, and inclusion (DEI). ARCA staff set intentions that day in order to manifest DEI practices in their work. They identified and honored the practices they currently utilize and planned for the intentional use of new strategies. ARCA's proactive step of identifying the specific actions they will take to reduce chronic absenteeism for socioeconomically disadvantaged students is evidence of a mindset that believes equity requires deliberate action. Recent site visits to ARCA by the SCOPE team confirms ARCA's commitment to DEI practices as demonstrated by classroom environments that provide a culture of belonging, integrate restorative practices, and prioritize social and emotional learning. ARCA, and its parent organization, RAFOS, are committed to recruiting and serving the students of the Citrus Heights community as evidenced by their research and development of a community demographic profile. Through successful collaboration with the City of Citrus Heights Planning Department to secure a long-term campus and continuing to increase enrollment, ARCA is realizing their vision of providing the families and community of Citrus Heights a high-quality, cohesive Core Knowledge and college preparatory educational program.