



# AMERICAN RIVER COLLEGIATE ACADEMY

## Annual Update 2021-2022

July 14, 2022

## Table of Contents

<b>I. Key Questions Guiding American River Collegiate Academy's Annual Report</b>	
Key Questions .....	1
<b>II. Mission Statement, Vision Statement, and Core Values .....</b>	<b>1</b>
Mission Statement.....	1
Vision Statement .....	1
Core Values .....	1
<b>III. Review of Major Activities and Progress .....</b>	<b>2</b>
Review of Major Activities and Progress in the 2021-2022 School Year .....	2
Strategic Planning .....	4
Expanded Learning Opportunities Grant.....	4
Professional Development .....	4
Goal 1.....	5
Goal 2.....	5
LCAP Goals for the 2022-2023 School Year.....	6
Goal 1.....	6
Goal 2.....	7
<b>IV. Student Recruitment and Demographic Data .....</b>	<b>7</b>
Student Recruitment Information.....	7
Enrollment and Demographics .....	8
LCFF Unduplicated Pupil Count.....	9
Demographic Data for 2021-2022 .....	9
Free and Reduced Lunch Eligibility .....	9
<b>V. Rocklin Academy's Academic Program .....</b>	<b>9</b>
Core Knowledge and the Core Knowledge Movement.....	10
Language Arts.....	10
Core Knowledge Literature.....	11
Step Up to Writing and Jane Schaffer .....	11
English Language Development .....	12
Mathematics.....	12
History and Geography .....	12
Science .....	13

Visual and Performing Arts.....	13
Character Education, Democratic Principles, and Core Values .....	13
<b>VI. Special Education.....</b>	<b>13</b>
<b>VII. Academic Achievement .....</b>	<b>14</b>
NWEA Measures of Academic Progress (MAP).....	14
Reading.....	15
Math .....	16
Collaborative Inquiry.....	19
Trimester 1: Collaborative Inquiry Goals .....	20
Trimester 2: Collaborative Inquiry Goals .....	21
Trimester 3: Collaborative Inquiry Goals .....	22
<b>VIII. Governance of Rocklin Academy Family of Schools .....</b>	<b>23</b>
Board of Directors .....	23
Ongoing Evaluation and Assessment of Rocklin Academy .....	24
<b>IX. Financial Audit.....</b>	<b>24</b>
Organization-Wide Financial Information.....	24
American River Collegiate Academy Financial Information.....	25
Financial Trend Data .....	28
<b>X. Faculty, Staffing, and Contracted Services.....</b>	<b>28</b>
<b>XI. Parental Involvement .....</b>	<b>29</b>
Parent/Guardian Survey.....	30
American River Collegiate Academy Parent School Partnership (PSP).....	30
<b>XII. Community Engagement .....</b>	<b>31</b>
<b>XIII. Support from Sacramento County Office of Education .....</b>	<b>32</b>
Our Authorizer.....	32
<b>XIV. Meeting the Challenges of the Guiding Elements .....</b>	<b>32</b>
Closing Thoughts .....	32

# **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**

#### **Review of Major Activities and Progress in the 2021-2022 School Year**

American River Collegiate Academy began serving students on August 13, 2020. For the 2021-2022 school year we were able to welcome students back in-person for a full instructional day. We started the year with some constraints due to guidelines for COVID-19. This initially limited optimal instructional practices but our team was able to adapt and provide a solid educational program.

We prioritized learning by targeting learning gaps by using data to help students progress toward proficiency in all content areas. All students were provided with the necessary tools to engage in learning, including iPads, textbooks, and school supplies. We also provided additional structures through Tier II instruction to address learning loss experienced through the pandemic.

The start of the year welcomed existing and new families, and we were able to host events like Meet the Teacher in person and others virtual like Back to School Night. We found that we were able to adapt and provide multiple options for engagement for our families both in person and virtually, which helped engage our parent partners. Our staff participated in seven professional learning days prior to the start of school and additional learning days throughout. This allowed staff a chance to build their professional skills, plan for ways to build rapport and a sense of community in the classroom, and develop curriculum aligned to the standards.

Our instructional model continued to follow strict health and safety guidelines. As limitations such as social distancing eased, we were able to bring back instructional practices such as small group instruction, flexible grouping and seating, and intervention supports that allowed more flexibility to meet the individual needs of our students.

We continued to offer childcare to 30% of our student population each day and on non-school days, including holiday breaks. For the 2022-2023 schoolyear, American River Collegiate Academy will be offering after school care and care for 30 non-school days during holiday breaks to unduplicated students through the Expanded Learning Opportunities Program.

All RAFOS schools, including American River Collegiate Academy, were awarded California Department of Education's Pivotal Practice Award. The California Pivotal Practice (CAPP) Program replaced the California Distinguished Schools Program in 2022 due to the pandemic and recognizes schools that demonstrated innovation and exceptional work when California required schools to offer distance learning.

American River Collegiate Academy has been accepted into the next cohort of the California Collaborative for Educational Excellence's (CCEE) Community Engagement Initiative. The work we do in this cohort will build on the coaching we engaged in through SCOE's Family and Community Engagement team. The goal is to strengthen a system of support by building the capacity of schools and identifying effective models of community and family engagement through building trusting relationships.

American River Collegiate Academy went through the competitive application process for the Public Charter Schools Grant Program (PCSGP) and was awarded a two-year grant for up to \$600,000. We are diligently working on utilizing those funds to best support the supplemental activities and grow the school within the community we desire to serve.

Rocklin Academy Family of Schools refinanced Western Sierra Collegiate Academy on June 30, 2021 and are now fully realizing those benefits during this school year. It was a monumental amount of work during a pandemic, but it is already paying dividends to the organization. For our Western Sierra school site, our debt costs (principal and interest) are approximately 1/2 of what they were previously. As you know, facilities are one of the most challenging aspects financially and operationally for a charter school. The work that the team did during such a challenging time is demonstrative of the dedication our entire staff has to the students we serve.

The refinancing of our Western Sierra Collegiate Academy site led to a single-year gain (addition to fund balance) as well as a reduction in annual debt service costs for this location. During the 2020-2021 school year, the adjacent property to Western Sierra Collegiate Academy, which had been recently sold, was back on the market and available for sale. We performed our due diligence work and considered the many possibilities that we could do with this land (enhancements or adjustments to the program, CMO facilities, defining our neighbor should we sell it at a later time); the possibilities are endless. We were able to secure this land through a cash purchase agreement upon completion of our due diligence work. As we are working our way through our long-range facilities planning organization-wide, we will best determine how to utilize this new asset to enhance our current program.

Over the past several years, we have been working with the team at Turner Impact on securing a long-term facility in the Citrus Heights area. Due to the delay in enrollment caused by the pandemic across the state, we put this project on hold as we worked our way through the material revision for enrollment in August. Up to this point, we have contributed over \$1.5M toward that project as our desire was, and still is, to serve the Citrus Heights community. We have hired a recruitment consultant and have seen great progress on our enrollment and growth across our organization and specific to American River. As we navigate our way through the material revision in August and start the school year, we are excited to pick back up on our long-range strategic facilities plan.

## 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](#) (communicating an updated vision for our model, values, approach, and impact; and a [2022-2027 Strategic Plan Framework](#) 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 to be implemented in the 2022-2023 school year.

## Expanded Learning Opportunities Grant

For the 2021-2022 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

Due to COVID-19, we continued to provide professional learning through remote learning at the start of the year and transitioned to in-person staff development when guidelines permitted. We value professional learning and dedicate time for staff each year. This year we had 15 full days for professional development and professional team time every Tuesday. For the 2021-2022 school year, American River Collegiate Academy set five site goals:

1. PLC: Set the expectations of working in a school-wide team. Design and strengthen our data processes to promote the development of teacher instructional strategies that support the continuous learning of students while closing achievement gaps for high-needs students.
2. COMMUNITY: Continue to establish a positive and welcoming school environment that extends beyond the “walls” of our physical environment. Building rapport with our students, families, parents, and community.
3. PILOTS: Provide basic training that equips them with the knowledge to pilot the curriculum “as written.”
4. MATH: Using our adopted curriculum and professional expertise, increase our capacity to shift the cognitive lift to students. Incorporate integrated EL strategies to support student learning. Provide additional support and structure embedded into the classroom for intervention as well as extended times for learning for our SED students.
5. READING: Develop a comprehensive school-wide reading program using our currently adopted curriculum.

These goals aligned to our 2021-2022 LCAP goals:

### **Goal 1**

Rocklin Academy Family of Schools will promote the academic growth and achievement of all students, with an emphasis on the area of mathematics and closing achievement gaps by ensuring essential support systems are in place to best meet the academic needs of all students.

### **Goal 2**

Rocklin Academy Family of Schools will cultivate students who are responsible, compassionate, and engaged citizens by providing social-emotional and behavioral supports in an environment that promotes safety, connectedness, kindness, caring, and acceptance of all.

In connection with LCAP goal 1 and professional development goals, teams spent most 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 curriculum to meet students' needs. In the area of science, teams were trained on the pilot Core Knowledge Science curriculum, 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 to address and create equitable opportunities for all.

For LCAP goal 2 and professional development focus on community, professional development time was provided to strengthen our 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 create a solid and supportive PBIS structure for students, staff, and families. Additionally, staff was



engaged in building a welcoming school community by being present for morning and afterschool drop off, engaged in fundraising nights with families, attended school-wide community events, participated in Citrus Heights community events and facilitated on site events like Kindness Week, Spirit Week, and appreciation communication to our volunteers. Teaching staff sent weekly communication, held trimester 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 Covid-related guidelines, which gave families the opportunity to receive support and find connections daily with a staff member.

### **LCAP Goals for the 2022-2023 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 2022-2023 LCAP year include:

- Budget Overview for Parents (BOP)
- Supplement to the Annual Update to the 2021-22 LCAP
- 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 [2022-23 LCAP](#) Package is posted on our website.

Data and information that was gathered through educational partner engagements and surveys helped guide the development of the 2021-22 LCAP and updates for the 2022-2023 LCAP. This process led us to two main areas of need to focus on, including one goal that focuses on academic achievement and one on the social-emotional needs of our students. 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.

# **IV. Student Recruitment and Demographic Data**

## **Student Recruitment Information**

American River Collegiate Academy opened in August 2020 and is authorized by the Sacramento County Board of Education. American River Collegiate Academy strives to serve the students and community of Citrus Heights and replicate the diversity and needs of the surrounding schools. 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 for 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.

Recognizing the need for expertise in marketing and recruitment specific to charter schools, we began consulting with a charter school recruitment specialist who has a wealth of experience recruiting and opening schools in new areas. We have implemented several tactics this year, including radio commercials in the Sacramento Area, Search Engine Marketing, a referral campaign, and targeted social media ads.

Additionally, we have made many efforts to attract a diverse student population through canvassing neighborhoods, passing out multi-language flyers to local preschools and ethnic stores, putting door hangers on homes, hosting information nights and community events, and working with a Russian-speaking marketing firm to promote our school in Russian-speaking media platforms.

We continue to engage with community organizations with which we have established relationships, including the Chamber of Commerce, Rotary, Single Mom Strong, and the Sayonara Center. We also have been leaning on our families to build additional connections with other ethnic CBOs and local churches. We are continuing toward developing the parcel of land in Citrus Heights and have had meetings with members of that direct community after distributing flyers around the neighborhood. We have also had continued conversations with the leadership of the church next door to our identified long-term site and continue to be eager to develop a strong partnership. This has been challenging work through the pandemic, but we continue to make connections and build community partnerships where we can.

Because we do not ask for demographic information prior to enrollment in our school, it is necessary to wait until students enroll to monitor how effective these efforts have been. We have noted an increase in the percentage of unduplicated students from the 2020-2021 school year to the 2021-2022 school year by 9.65%, including a 13% increase in socioeconomically disadvantaged students and an increase by 8% for

students with disabilities. The tables below reflect the demographics of American River Collegiate Academy students in 2021-2022.

## Enrollment and Demographics

### Ethnic Breakdown

Ethnicity	American River Collegiate Academy (2020-2021)	American River Collegiate Academy (2021-2022)	San Juan Schools Near ARCA (2021-2022)	San Juan Unified School District (2021-2022)
African American	4%	3%	4%	7%
Asian	19%	12%	3%	9%
Hispanic or Latino	11%	28%	35%	26%
White	41%	39%	50%	48%
Two or More Races	26%	18%	7%	8%

### Student Groups

Student Group	American River Collegiate Academy (2020-2021)	American River Collegiate Academy (2021-2022)	San Juan Schools Near ARCA (2021-2022)	San Juan Unified School District (2021-2022)
English Learners	19%	15%	13%	15%
Foster Youth	0%	0%	1%	<1%
Homeless	0%	2%	6%	4%
Students with Disabilities	4%	12%	15%	13%
504	7%	2%	Internal Data	Internal Data
Socioeconomically Disadvantaged	33%	46%	58%	52%

### LCFF Unduplicated Pupil Count

School Year	Enrollment	Count*	Unduplicated Count as a Percentage of Enrollment
2020-2021	27	12	44.44%
2021-2022	61	33	54.09%

Data above is captured from the CALPADS Fall 1 Report: Total Unduplicated FRPM/EL Eligible Count

### Demographic Data for 2021-2022

Gender Breakdown	Percentage
Male	52%
Female	48%

Student Enrollment Information	Percentage
Kindergarten	24
First Grade	23
Second Grade	14
<b>Total</b>	<b>61</b>

### Free and Reduced Lunch Eligibility

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

American River Collegiate Academy (2021-2022)	San Juan Schools Near ARCA (2021-2022)	San Juan Unified School District (2021-2022)
46%	57.5%	48%

## 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 K through second during the 2021-2022 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, 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:

- SIPPS grades K-3
- Core Knowledge Language Arts and Literature - grades TK-8
- Engage New York English/Language Arts & Core Knowledge Literature
- Step Up to Writing grades K-6
- Jane Schaffer Writing 7-8
- Voyages Grammar
- Handwriting Without Tears
- Fountas and Pinnell Guided Reading Program
- 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 our 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 instruction strategies.

### **Step Up to Writing and Jane Schaffer**

American River Collegiate Academy ensures that students are proficient writers through various practices, including the Step Up to Writing program. This set of researched based (Maureen Auman), validated strategies provide students with the skills and tools to proficiently write all genres of writing in Common Core State Standards, actively engage with reading materials, and demonstrate competency in study skills. Step Up to Writing is a hands-on curriculum that provides consistent writing instruction and language for teachers and students in grades K-6.

## **English Language Development**

The mission of Rocklin Academy Family of Schools' 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. Support is provided through English Language Development (ELD) and meaningful and understandable core instruction that is differentiated for each student's level of English language proficiency and aligned with state content standards and curriculum framework. Our goal is to provide a learning environment for our EL students that promotes their academic growth and is responsive to cultural diversity. American River Collegiate Academy offers a Structured English Immersion program that incorporates designated and integrated ELD to accomplish this goal.

## **Mathematics**

American River Collegiate Academy uses Eureka Math, also known as Engage New York, curriculum for kindergarten through sixth 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 geography and history. Pearson Learning has published history and geography textbooks and instructional materials aligned with Core Knowledge. The Pearson Learning/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 Pearson textbooks transform learning in the early grades and provide powerful cross curriculum connections with language arts, and visual and performing arts.



## **Science**

Our science program stemmed from the Core Knowledge science standards supported by the Science and Engineering practices of NGSS. 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. This year, we piloted the Core Knowledge Science Curriculum. We continue our professional learning about Next Generation Science Standards to further develop a cohesive science sequence aligning Core Knowledge and NGSS.

## **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 2021-2022 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. Special Education**

Education Code Section 47641 provides that, for the purpose of federal special education law and for eligibility for federal and state special education funds, a charter school shall be deemed a public school of the local education agency (LEA) that authorized the charter unless it is itself deemed an LEA. American River Collegiate Academy is its own LEA for purposes of special education and is an active member of the El Dorado County Charter SELPA.



## **VII. 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 student academic and social-emotional growth due to potential learning gap concerns. Using Essential Standards and Year Long Plans that include common assessments across the grade level and district, our team was able to use measures to identify and target student academic and social-emotional progress and development.

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 our Collaborative Inquiry process. Teachers dedicate time to analyzing data and set goals to improve student learning. Our daily schedule offers 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 goals or even advanced learning opportunities. The team frequently meets to monitor progress on these goals and take appropriate next step actions to continue the progression of learning. We also work collectively with families through frequent communication and through conferencing opportunities. This past November and March, we met with each family to share report cards and assessment data to ensure our families are a part of the process to help support students along the continuum. Our school and classroom newsletters also provide a resource to families for understanding systems and reporting avenues that are in place to help monitor data.

### **NWEA Measures of Academic Progress (MAP)**

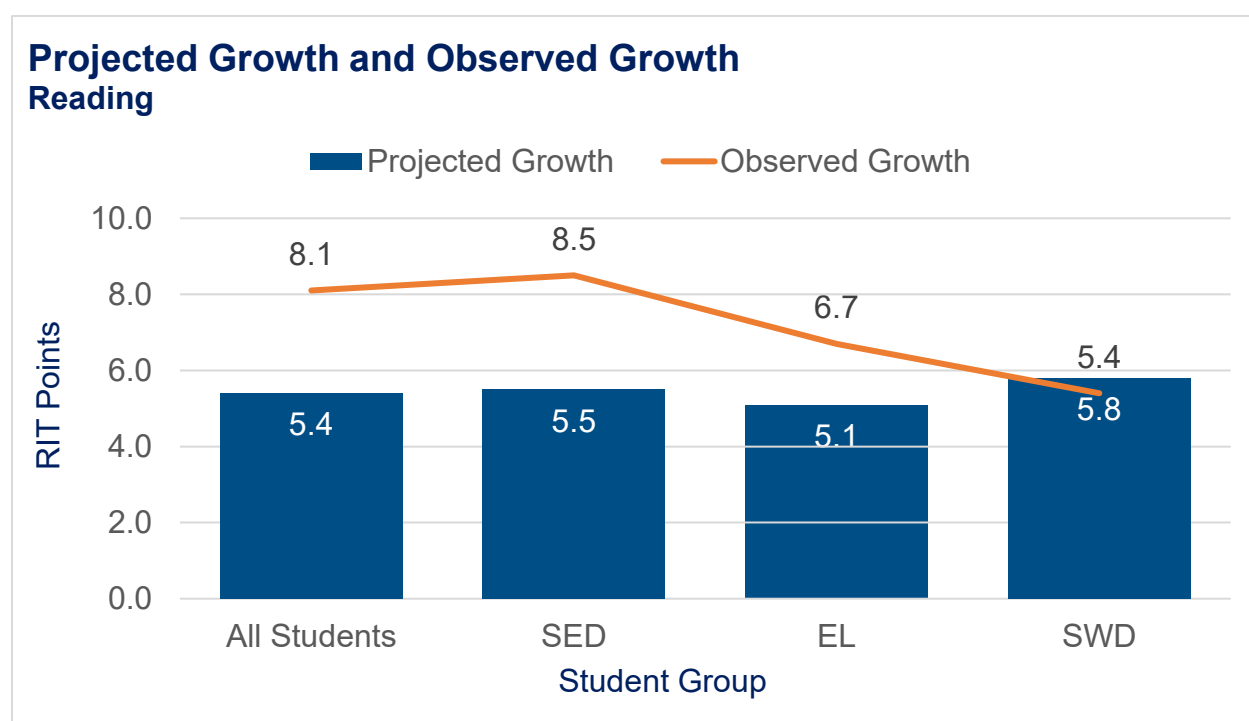
American River Collegiate Academy uses Measures of Academic Progress® (MAP®) as a measure to assess student learning and to help monitor student progress. MAP was implemented during the fall, winter, and spring terms this academic year. Administration has dedicated professional development days for staff to analyze results to identify student growth and the greatest needs of support. School staff then work collectively to identify next steps and goals to further support students in making growth. Results, goals, and resources for support are shared with parents as well. When analyzing data, we not only look at administration period to administration period, but we also typically look at cohort annual growth data. For 2021-2022, we reviewed data from the fall administration period to winter administration period and finally to spring administration.

When it comes to overall student growth, significant gains were observed. Using Spring 2022 MAP data, student anticipated growth from winter to spring was projected to be 5.4 RIT points in reading, however, the overall growth was 8.1 points, or 150% of our projected growth. The projected overall growth for math during this time period was 6.0 RIT points while actual growth was observed at 9.9 points, which was 165% of our projected growth.

This year we continued to focus our instruction on providing support for our English learners and our SED students in math and reading. Our EL and SED students surpassed their projected spring growth in both math and reading. While our SWD exceeded projected growth in math, an area of concern would be to focus on the growth of this student group who was just shy of meeting projected reading growth goals by .4 RIT points.

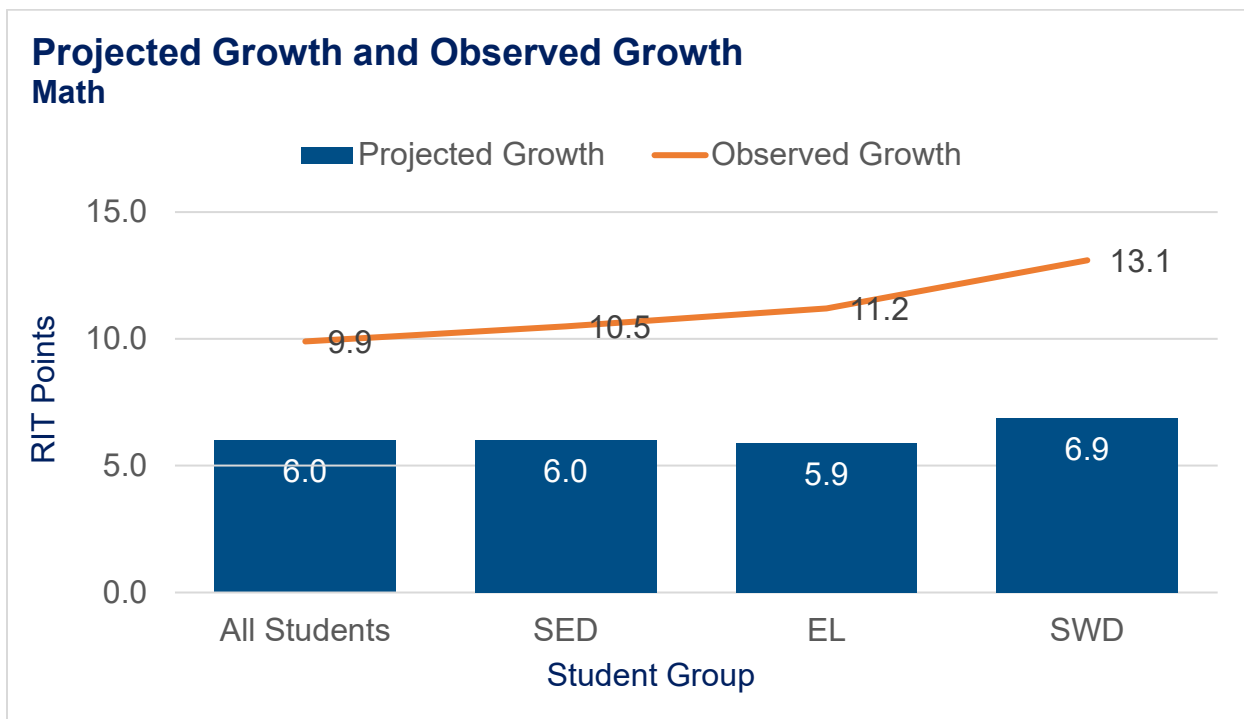
### Reading

Student Group	Projected Growth	Observed Growth
All Students	5.4	8.1
SED	5.5	8.5
EL	5.1	6.7
SWD	5.8	5.4



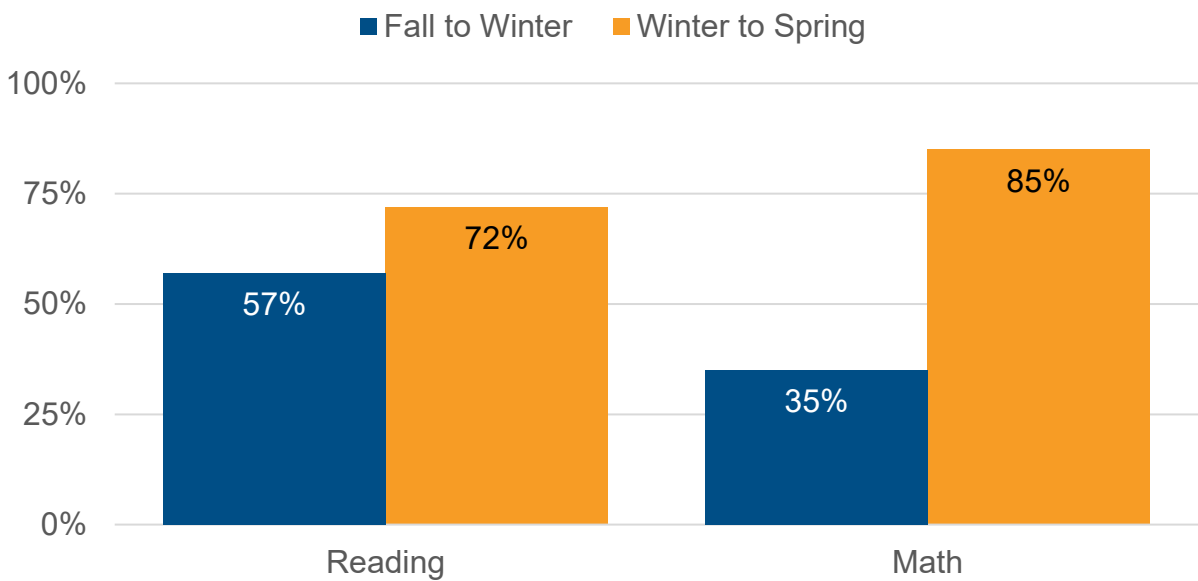
## Math

Student Group	Projected Growth	Observed Growth
All Students	6.0	9.9
SED	6.0	10.5
EL	5.9	11.2
SWD	6.9	13.1

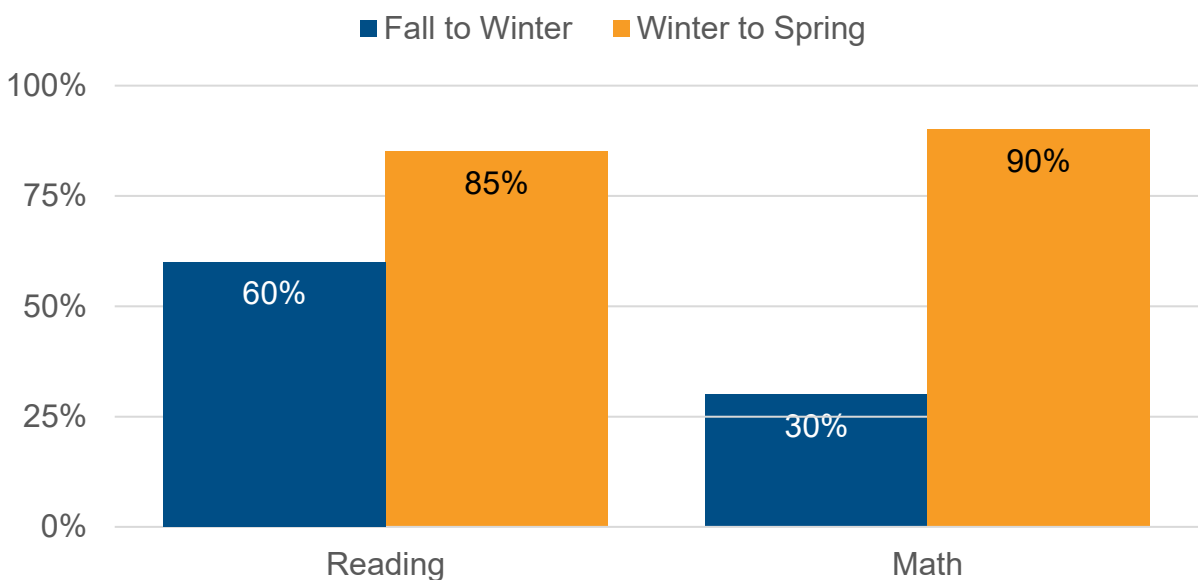


The following data shows students in kindergarten through 2nd grade and the percentage of students meeting growth goals. All grades showed an increase in the percentage of students meeting their growth goals from winter to spring when compared to fall to winter. When continuing to analyze student progress our findings revealed some incredible celebrations by grade level as well. The percentage of students meeting their growth goals from winter to spring for our kindergarten cohort increased significantly compared to the fall to winter growth. In math alone, this percentage tripled. Similarly, our first-grade cohort also saw an increase in the percentage of students meeting their growth goals. While our second-grade cohort saw similar growth in math, the percentage of students who met their reading growth goal decreased. While all students showed individual growth from fall to spring, more individual instruction and supports will be needed to help students meet their individual growth goals.

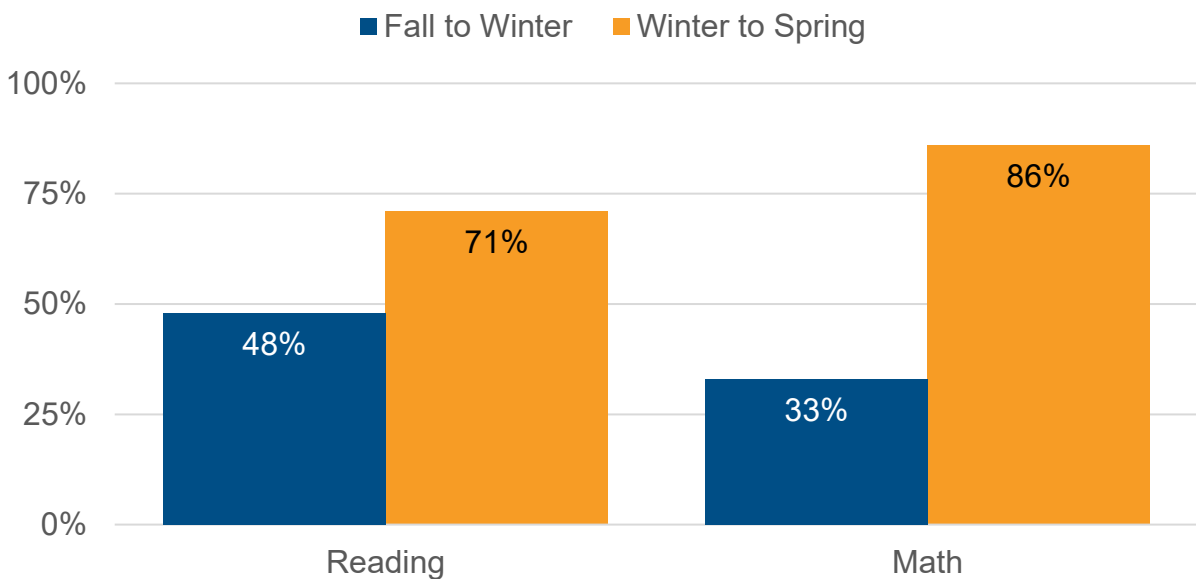
### Kindergarten - 2nd Grade Percentage of Students Meeting Growth Goals



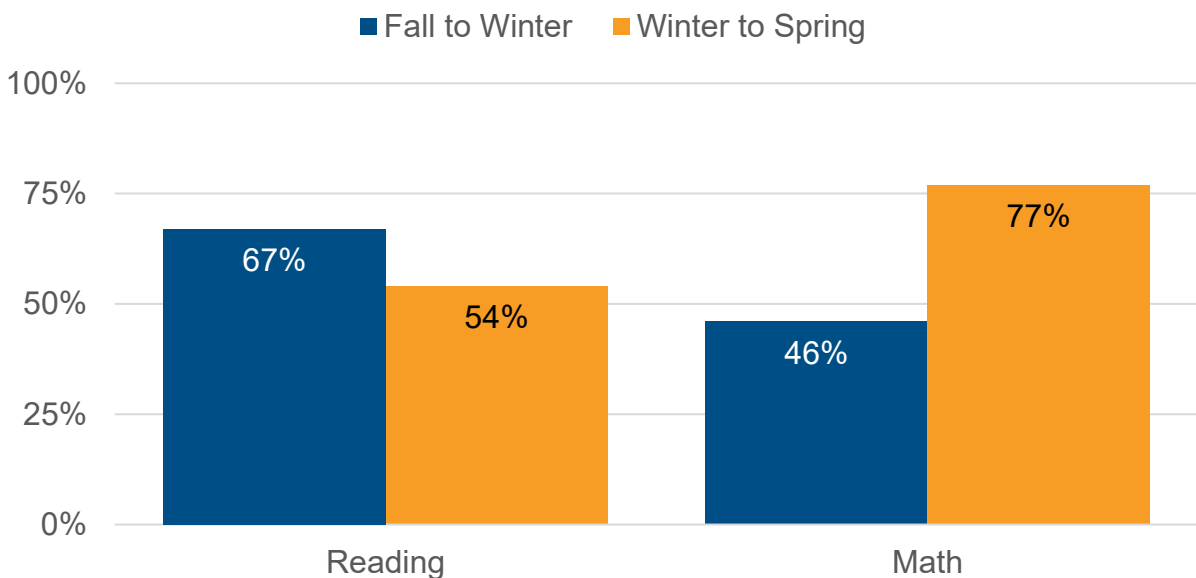
### Kindergarten Percentage of Students Meeting Growth Goals



### 1st Grade Percentage of Students Meeting Growth Goals



### 2nd Grade Percentage of Students Meeting Growth Goals



While incredible growth was observed for all students, including above 100% projected growth, our students will need continued targeted support to address the learning gap seen in the 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 2022-2023 school year. We are currently providing 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.

We provided this opportunity for our professional learning teams during professional development days weekly, with a full day provided monthly for collaborative work. We also identified six days for staff to engage in Collaborative Inquiry (CI) work. Collaborative Inquiry dates were determined by the school leadership team, and initial data analysis and goal setting occurred three times, one per trimester. Each of these days included a process for analyzing current student data to identify the learning needs of all students. The data is collected through common assessments and rubrics to help to identify the level of support a student needs in a specific area. There are three levels identified below to help define the proficiency level, percentage of proficiency being demonstrated at that time, and the level of support that the student needs.

<b>Proficiency level based on common assessment data and rubric</b>	<b>Percentage rubric for proficiency levels</b>	<b>Description of support for each proficiency level</b>
Proficient	80% and above	Greatest need for enrichment/acceleration
Strategic	60 – 79%	Identified need for intervention
Intensive	59% and below	Greatest need for intervention/intensive supports

During our Collaborative Inquiry meetings, our teachers also looked at current data by class. Teachers set SMART goals for their students in their class and monitored progress in class and during the Enrichment Block. At the end of each cycle, staff met to review data, celebrate growth, share effective teaching strategies, and create next steps for student learning. The following data shows grade level SMART goals and student initial and post data.

Through this cycle of inquiry, staff is also monitoring the progress of SED, SpEd and EL students and responding to data through informed instruction and providing additional supports. Here is a summary of students' progress through the three cycles of inquiry at the time the initial data was collected. Staff continue to work with students not showing growth or proficiency through Tier II instructional practices and support structures.

On the charts below, you will see three grade level goals assigned to 'groups' which were aligned with grade level standards. However, flexible grouping based on current data allowed us to place students in groups that target their learning needs. This means that in some cases, 1st grade students were moved into the group that focused on 2nd grade standards.

### Trimester 1: Collaborative Inquiry Goals

	Collaborative Inquiry Goal	Standard	Beginning Proficiency	Ending Proficiency
Group 1	By November 5, 2021, 100% of students will be proficient in recognizing and naming upper and lower case as measured by Core Phonics Assessment.	R.F.K. 1 Demonstrate understanding of organization and basic features of print.	25%	88%
Group 2	By November 5, 2021, 100% of students will be proficient in reading CVC words as measured by Core Phonics Assessment.	R.F.1.3abc – Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	27%	68%
Group 3	By November 5, 2021, 100% of students will be proficient in reading with sufficient accuracy and fluency to support comprehension as measured by the DRA assessment.	RF 1.4 – Read with sufficient accuracy and fluency to support comprehension. RF 2.4 – Read with sufficient accuracy and fluency to support comprehension.	73%	93%

- EL students increased to 100% proficient
- SED students increased to 77% proficient
- SWD maintained 33% proficient

## Trimester 2: Collaborative Inquiry Goals

	Collaborative Inquiry Goal	Standard	Beginning Proficiency	Ending Proficiency
Group 1	By February 17 <sup>th</sup> , 2022, 100% of Kindergarten students will be able to draw a picture using the five group/ten frame way to match the number bond of a given number, measured by a teacher created assessment.	NBK.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	18%	73%
Group 2	By February 17 <sup>th</sup> , 2022, 100% of first grade students will be able to read words that end in silent e as measured by Basic Skills Phonics Assessment (BPST).	R.F.1. Know and apply grade level phonics and word analysis skills in decoding words. c.) know final e for representing long vowel sounds.	28%	89%
Group 3	By February 17 <sup>th</sup> , 2022, 100% of students will be able to correctly answer questions about non-fiction text as measured by a teacher created assessment.	R.I. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	19%	100%

- EL students increased to 88% proficient
- SED students increased to 89% proficient
- SWD increased to 80% proficient



### Trimester 3: Collaborative Inquiry Goals

	Collaborative Inquiry Goal	Standard	Beginning Proficiency	Ending Proficiency
Group 1	By May 18 <sup>th</sup> , 2022, 100% of Kindergarteners will be able to write 2-3 sentences stating 3 facts about a topic as measured by a teacher created informational/ explanatory rubric.	W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	5%	55%
Group 2	By May 18 <sup>th</sup> , 2022, 100% of first graders will be able to write a 5 sentence narrative paragraph using a topic sentence, 3 supporting details, and a conclusion sentence as measured by a teacher created assessment.	W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	29%	82%
Group 3	By May 18 <sup>th</sup> , 2022, 100% of second graders will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action as measured by a teacher created assessment.	R.1.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	41%	88%

- EL students increased to 88% proficient.
- SED students increased to 67% proficient.
- SWD increased to 33% proficient.

## VIII. 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, three non-voting Teacher Advisors served on the Board from across the organization.

During the 2021-2022 school year, the Board met twenty-one 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).

## **IX. Financial Audit**

### **Organization-Wide Financial Information**

The Rocklin Academy Family of Schools was audited the year ending June 30, 2021 (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, and [www.jpmcpa.com](http://www.jpmcpa.com). This independent audit agency completed its annual audit and issued a final report dated January 13, 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.

In regard to 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, 2021, and 2020, 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 2020-2021 audit report:

<b>Audited Financial Information</b>	<b>Amount</b>
Total Revenues (including TRNA revenue)	\$30,838,646
Total Expenses (including TRNA release)	\$29,865,577
Change in Net Assets (from operations)	\$973,069
Extraordinary Gain (WSCA bond refinance)	\$826,490
Change in Net Assets (total)	\$1,799,559
Net Assets, Beginning of Period	\$9,085,858
Total Assets	\$23,703,947
Total Liabilities	\$12,818,530
Net Assets, End of Period	\$10,885,417

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

A copy of the complete 2020-2021 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**

The financial statements of the American River Collegiate Academy (ARCA) are included within the organization-wide financial statements for the Rocklin Academy discussed above. 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 adjusted regularly at the site level through direction of the Principal with collaboration of the back office support. This is a collaborative process between the educational needs at the site and balancing financial resources throughout the organization level. At the June 13, 2022 Board meeting, our Board approved the Budget and multi-year projection for the 2022-2023 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, we are projecting 108 students for the next school year with a conservative growth model currently projected in the subsequent years.

Grade	2022-2023	2023-2024	2024-2025
TK	12	24	24
K	24	24	24
1	24	24	24
2	24	24	24
3	24	24	24
4	0	30	30
5	0	0	30
<b>Total</b>	<b>108</b>	<b>150</b>	<b>180</b>

As indicated above, this is a very conservative growth model. We are working with a marketing consultant and are confident we will meet and likely exceed the enrollment growth above. We also used a very conservative ADA percentage of 90.00% as we work out our average post pandemic percentage. As a measure, we were at 93.96% for our 2021-2022 annual reporting period. Additionally, we are aware that beginning in fiscal year 2023-2024, 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.

As you know, revenues from the State of California are continuing to increase. Included within our current year budget, we have accounted for the 6.56% COLA but have not included the potential increase to the “base” of 3.10%, nor the Discretionary block grant, estimated at around \$1,300+ per student. Lastly, we do not currently show any Silicon Schools Growth Fund contributions in the current Budget. Once we have earned those funds, we will incorporate them into our financial projections, which will help support the currently shown deficits.

As discussed in the budget webinars, we will address the final changes and evaluate the need for a revised budget in early 2022-2023 school year. Expenses are budgeted conservatively and are also largely increasing due to the associated increase in students.

Even with the conservative budgeting on both revenues and expenses and no inter-fund revenue borrowing being currently shown, 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:

	2022-2023	2023-2024	2024-2025
Revenues	\$1,439,238	\$1,721,763	\$2,111,595
Expenses	\$1,525,134	\$1,803,625	\$2,238,651
Excess (Deficit)	(\$85,896)	(\$81,862)	(\$127,056)
Fund Balance (Beg)	\$407,185	\$321,289	\$239,427
Fund Balance (End)	\$321,289	\$239,427	\$112,371

Lastly, while we do not currently include an inter-fund transfer, we have the ability to do so, and will adjust our budgets and provide one as necessary should the need arise. We do not show them as part of budget development unless necessary to show the school truly standing alone to monitor expenditures. Additionally, due to the conservative budgeting, it is likely that our actual results will be better than projected, as such inter-fund borrowing is only done to the extent necessary. 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

<b>Summary Budget Update</b>	<b>2020-2021 End of Year Actuals</b>	<b>2021-2022 End of Year Estimated Actuals</b>
Income	565,133	1,124,689
Expenditures	677,860	1,404,778
Income Less Expenditures	(112,727)	(280,089)
Other Sources	400,000	400,000
Beginning Balance	-	287,273
Ending Balance	287,273	407,185
Ending Balance as % of Expenses	42.38%	28.99%
Prepaid Expenditures/Commitments	-	-
Restricted	3,017	-
Unassigned	250,563	336,946
Reserve for Economic Uncertainty (5%)	33,893	70,239
LCFF Sources	240,503	524,887
Reserve as % of LCFF Sources (MOU -5%)	12,025	26,244

## X. 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 2021-2022 school year, the organization employed the following district level employees:

- Superintendent and her Executive Assistant
- Director of Finance
- Director of Human Resources
- two Educational Services Coordinators
- Director of Special Education
- Director of Growth and Community Engagement
- School Nurse

- Technician for Special Education
- District Registrar
- Data and Testing Coordinator
- School Information System Administrator
- Nutritional Services Manager
- Children's Programs Manager
- IT Manager

Additionally, the business office employed:

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

For the 2021-2022 school year, American River Collegiate Academy served students in grades K-2 and will expand each year until it is a full TK-6 site. The school employed:

- one site principal
- three classroom teachers
- part-time enrichment support specialist (intervention)
- part-time music teacher
- part-time education specialist
- full-time administrative/secretary
- part-time custodian
- two part-time yard duty aides

Speech and language and school psychologist were provided through contracted service providers. The after-school program is staffed through our Children's Program organization.

## **XI. Parental Involvement**

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 Weekly Updates are sent home every Wednesday through email and are also available on our website. Classroom teachers also send weekly communication to families to ensure access to learning platforms, invitations to school events, and to provide resources for all. The superintendent also sends a monthly newsletter providing organization-wide information and highlights from across the schools.

This year we held a hybrid form of events for our school community. While some were held on campus, others were held via zoom to ensure all families had access and felt a part of our school community. These events focused on building relationships and



connecting students and families. All efforts have been made to ensure activities are inclusive for all students.

Rocklin Academy Family of Schools believes that parents are valued partners who strengthen our schools and programs, and we strive to provide opportunities for parents to be involved and provide input on decision making. Parents who expressed interest, participated in our strategic planning by serving on a committee. Input on the Strategic Plan, LCAP, and Budget were solicited through surveys as well as during LCAP/Budget meetings that were held for each school site.

Our Educational Services Coordinator held an English learner parent meeting during the 2021-2022 school year. Parents were invited to join the meeting virtually. We shared our district and site English learner data and shared how parents could access their child's assessment results. The initial, summative, and alternate ELPAC assessment was discussed and the reclassification criteria for students to become Recently Fluent English Proficient (RFEP). Our English learner program and ways parents can help their students at home was shared. The feedback was positive, and we are planning on adding an additional meeting for the 2022-2023 school year.

### **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:

- 94% of American River families indicated that they strongly agree or agree that they would recommend Rocklin Academy Family of Schools.
- 98% of American River families indicated that overall, they are very satisfied or satisfied with Rocklin Academy Family of Schools.
- 98% of American River families indicated that they intend to return for the 2022-2023 school year.

### **American River Collegiate Academy Parent School Partnership (PSP)**

American River Collegiate Academy believes that parents are valued partners in strengthening our school program, and the purpose of the Parent School Partnership (PSP) is to encourage parent involvement and promote open communication between the administration, faculty, and families. The PSP helps to build community at school and develop connections between the school and community. The PSP continued to work toward the development of this group. A solid foundation was created in 2020-2021, so the PSP Board wished to continue to support American River Collegiate Academy throughout the 2021-2022 school year. Before the school year began, the Board identified three specific ways to support the school, including through academic enrichment, school and classroom support, and school culture. The Board also identified areas of targeted support in developing the Art Docent Program, funding classroom budgets, hosting teacher appreciation week, and holding two school

community events. It is clear the PSP Board met these targeted areas of support and exceeded these 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.

#### Highlights of Parent Involvement and Engagement Activities:

- All positions filled on the PSP Board
- Survey to parents for input on times and dates that best meets the needs of our parent community to attend PSP meetings.
- Fall Festival committee with parent volunteers
- School events: Fall Festival, Movie Night, Otter Family Night (Art via Zoom), Family Fundraiser Nights at local restaurants
- Volunteers in the classroom (centers, mystery readers, sight words, material support, art docents)
- Volunteers on campus (school garden, painting of school picnic tables, school-wide PBIS celebrations, lunchroom support)
- Parent Communication and Connection through conferences, progress reports, printed MAP data and letters, CI goal setting communication, report cards, Weekly Newsletter school and class, Otter Awards, Student Recognition awards, regular reminders, and staff connection during drop off and pick up.
- Annual Parent Survey
- Annual Parent Budget / Facilities Meeting
- 2022 Wendy Boyd "Beyond the Call" Award Winner - Kathie Martin, American River Collegiate Academy

## **XII. Community Engagement**

American River Collegiate Academy strives to serve the families and community of Citrus Heights. In 2021-2022, American River Collegiate Academy continued to partner with our broader community. In August we proudly sponsored a booth at the Citrus Heights National Night Out Event. We also participated in the Citrus Heights PAL Trick or Treating event in October and then the Citrus Heights Christmas Tree Lighting event which was held in December.

Recently we welcomed Ashley Feeney, Citrus Heights City Manager, to visit our campus and tour each classroom. It was a great way to connect and share the strength of our Core Knowledge school and what we have to offer the city. Mr. Feeney is looking forward to partnering with us and informing us of ways we can connect with the city of Citrus Heights.

We also regularly attend and participate in the Citrus Heights Neighborhood Association meetings, Citrus Heights Chamber meetings, and events, and Connect Citrus Heights, which is a new coalition that was formed to address connection and engagement in

Citrus Heights. 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.

### **XIII. 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.

American River Collegiate Academy's site administrator participated in SCOE's California School Leadership Academy and attended Douglas Reeves' session on Equity with Excellence. Through this lens, professional development was enhanced to provide a lens of equity on all learning. Staff also engaged in a cycle of inquiry around EL instruction with Heather Schalman through the session on Shaping Equitable Opportunities for Multilingual Learners.

Sacramento County Office of Education's Family and Community Engagement (FACE) Department held a summit with a focus on integrating systems and practices to support equitable and inclusive family engagement, which team members attended. From that summit came an opportunity to work with Michelle Brooks, a parent activist, educational advocate, and educator who currently serves as the principal consultant for Transformative Solutions in Education. A team attended these coaching sessions, which were designed around our identified Problem of Practice. Michelle's coaching directly informed our Strategic Plan Goal 4 around family engagement and helped support our team in identifying next steps and tactics to support our ongoing work in this area.

### **XIV. 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.

- 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.
- 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.
- 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.