

AMERICAN RIVER COLLEGIATE ACADEMY CHARTER SCHOOL 2021–2022 ANNUAL OVERSIGHT REPORT

By Nancy Brownell

This report summarizes the American River Collegiate Academy (ARCA) 2021–2022 school year activities.

The Memorandum of Understanding (MOU) with ARCA (2021–2026) outlines the following reporting requirements to include in the Annual Report:

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

- LCAP Goals
- Local Assessment Data
- Executive Summary of the 2021–2022 LCAP Annual Measurable Outcomes

II. Key Demographic Data and Admissions

- Number of students enrolled and demographics
- Summary of annual enrollment gains and losses
- Overview of admissions practices and the public lottery

III. Financial Condition

- Audited Financial Information
- Three-Year Projected Revenue and Expenses
- Financial Trends

IV. General Information

- Parental involvement in governance and operation of the schools
- Parent/guardian survey data
- Summary of major board decisions and policies
- Professional development activities

Additional information regarding ARCA's recruitment and parent and community engagement efforts is included in ARCA's 2021–2022 Annual Update.

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

American River Collegiate Academy (ARCA) began serving students on August 13, 2020. For the 2021–2022 school year ARCA opened in-person for a full instructional day with some constraints due to guidelines for COVID. This model initially limited instructional practices, but ARCA adapted and provided its core educational program following health and safety guidance.

LCAP Goals

Goal 1: Rocklin Academy Family of Schools will increase the academic growth and achievement of all students while equalizing gains for ELA and math as well as closing achievement gaps with underperforming student groups.

Student Progress

ARCA enrolled 61 students in grades K–2 in 2021–2022. State and federal accountability targets and state mandated student assessment data (CAASPP) are not available until students are in grade 3.

Student progress at ARCA is continuously monitored using various strategies and data analysis. Local student data was monitored in the classroom through formal and informal assessments. Given the impact of COVID, the school team also monitored student academic and social-emotional growth due to potential learning gaps using Essential Standards and Year Long Plans that included common assessments across the grade levels.

ARCA uses Measures of Academic Progress® (MAP®) as a measure to assess student learning and to help monitor student progress. MAP provides detailed information about student performance, determines expected growth, and allows for individual student goals to be set and was implemented during the fall, winter, and spring terms in 2021–2022. Staff analyzed results to identify and collaborate on next steps and goals to further support students' growth. 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. Grade level analysis reflects the additional support needed for some students. Student MAP testing results are reported in RIT scores (short for **Rasch Interval Unit**). A RIT score is an estimation of a student's instructional level and measures student progress or growth in school.

| Reading 2021–2022 | | | |
|-------------------|------------------|-----------------|--------|
| Student Group | Projected Growth | Observed Growth | Growth |
| All Students | 5.4 | 8.1 | +2.7 |
| SED | 5.5 | 8.5 | +3.0 |
| EL | 5.1 | 6.7 | +1.6 |
| SWD | 5.8 | 5.4 | -.4 |

Source: ARCA

Math 2021–2022

| Student Group | Projected Growth | Observed Growth | Growth |
|---------------|------------------|-----------------|--------|
| All Students | 6.0 | 9.9 | +3.9 |
| SED | 6.0 | 10.5 | +4.5 |
| EL | 5.9 | 11.2 | +5.3 |
| SWD | 6.9 | 13.1 | +6.2 |

Source: ARCA

Grades K–2 Students Meeting Growth Goals

| Reading | Percentage | Math | Percentage |
|------------------|------------|------------------|------------|
| Fall to Winter | 57% | Fall to Winter | 35% |
| Winter to Spring | 72% | Winter to Spring | 85% |

Source: ARCA

Grade K Students Meeting Growth Goals

| Reading | Percentage | Math | Percentage |
|------------------|------------|------------------|------------|
| Fall to Winter | 60% | Fall to Winter | 30% |
| Winter to Spring | 85% | Winter to Spring | 90% |

Source: ARCA

Grade 1 Students Meeting Growth Goals

| Reading | Percentage | Math | Percentage |
|------------------|------------|------------------|------------|
| Fall to Winter | 48% | Fall to Winter | 33% |
| Winter to Spring | 71% | Winter to Spring | 86% |

Source: ARCA

Grade 2 Students Meeting Growth Goals

| Reading | Percentage | Math | Percentage |
|------------------|------------|------------------|------------|
| Fall to Winter | 67% | Fall to Winter | 46% |
| Winter to Spring | 54% | Winter to Spring | 77% |

Source: ARCA

Collaborative Inquiry processes are in place for teachers to analyze data and set goals to improve student learning as confirmed through observations and interviews. The daily schedule offers at least 30 minutes for the Enrichment Block to support students in need of additional support to reach goals as well as advanced learning opportunities. Teachers frequently meet to monitor progress on these goals and implement needed support for students' learning goals. Teachers also work collectively with families through frequent communication and conferencing opportunities.

Executive Summary of 2021–2022 LCAP Annual Measurable Outcomes

| LCAP Annual Measurable Outcomes (2021–2022) | Status |
|--|------------------------|
| I. 100% of teachers are appropriately credentialed for assignments. | Met |
| II. Overall Facilities Inspection Tool (FIT) score of good or better. | Met |
| III. Maintain 100% of students having their own standards-aligned instructional materials. | Met |
| IV. 100% of EL students are provided 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. Access and enrollment in broad course of study. | Met |
| VI. Percentage of students meeting/exceeding standards on CAASPP assessments. | N/A – Grade 3 |
| VII. Percentage of English learners demonstrating progress at or above state average. | N/A – Only 11 students |
| VIII. Continue to exceed the county and state EL reclassification rates. | NA |
| IX. Increase the percentage of all students in numerically significant student groups who score 3 or 4 in reading and math. | NA |
| X. Maintain the percentage of respondents who indicate that they believe RAFOS seeks their input as part of their decision-making process all or most of the time to 80% or greater. | Not Met 73% |
| XI. Maintain the percentage of respondents who indicate that they have participated in school-sponsored engagement activities to 80% or greater. | Met 91% |

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.

ARCA implemented *In Focus*, a social-emotional learning curriculum for grades K–2. This curriculum includes three strands of focus: safety, security, and connections in the classroom; identifying and expressing different emotions; and managing emotions to support and enhance learning. Teachers expressed the value of classroom conversations linked to these short, daily instructional lessons. The school's Multi-tiered Systems of Support (MTSS) Team continued implementing academic, mental health and behavior supports, including Positive Behavioral Interventions and Supports (PBIS) to assist students to identify inappropriate behaviors and replace them with positive behaviors aligned with school-wide expectations.

| LCAP Annual Measurable Outcomes | Status |
|--|---------------|
| 1. Maintain or increase the attendance rate (as of May 1 each year) <ul style="list-style-type: none"> • 2021 = 98.15% • 2022 = 93.58% | Not Met |
| 2. Maintain a chronic absenteeism rate below 2% <ul style="list-style-type: none"> • 8.8% for 2021-2022 | Not Met |
| 3. Maintain a suspension rate of less than 2%. | Met |
| 4. Maintain an expulsion rate of 0%. | Met |

ARCA continues to support student success with 8 of 11 of its applicable LCAP measurable outcomes met.

LCAP Summary

ARCA continues to monitor progress on its LCAP goals. Through the process of analyzing several sets of data, engaging with educational partners, and prioritizing needs, the identified two goals of organization-wide focus for the 2021–2024 LCAP continue to reflect the school priorities. Using NWEA MAP data for students as a whole and by student groups, analysis shows English learners (ELs), socioeconomically disadvantaged (SED), and students with disabilities (SWD) all demonstrated achievement gaps in both English Language Arts (ELA) and Mathematics. While there is evidence of progress, there is still work to be done in both academic areas of ELA and math and a greater need to focus on math as noted in ARCA's 2021–2022 Annual Update and confirmed in interviews with the Charter Oversight Monitor.

The school team analyzed the needs of student groups and identified instructional and other strategies to ensure all students experience greater success. In the 2021–2022 school year, the school team engaged with educational partners on the development of the Strategic Plan, Theory of Change, and the updated 2022–2023 LCAP, and determined that LCAP goals are aligned with student needs and will continue to guide teaching, learning, and organizational effectiveness with the intent of continuous growth and success for all students.

II. KEY DEMOGRAPHIC DATA AND ADMISSIONS

| Enrollment | | | |
|---------------------|-------------------|------------------|------------------|
| Category | 2020–2021* | 2021–2022 | 2022–2023 |
| Female | 53% | 48% | 50% |
| Male | 47% | 52% | 50% |
| Transitional Kinder | N/A | N/A | 15 |
| Kindergarten | 20 | 24 | 17 |
| First Grade | 10 | 23 | 28 |
| Second Grade | N/A | 14 | 22 |
| Third Grade | N/A | N/A | 17 |
| Total | 30 | 61 | 99 |

Source: ARCA – *Enrollment data from end of school year.

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% |

Source: ARCA – *Data from the CALPADS Fall 1 Report: Total Unduplicated FRPM/EL Eligible Count.

Enrollment and Demographics 2021–2022

| Ethnicity | American River Collegiate Academy (2020–2021) | American River Collegiate Academy (2021–2022) | San Juan Schools Near ARCA (2020–2021) | 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

| | | | | |
|---------------------------------|-----|-----|---------------|---------------|
| 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% |

Source: ARCA/CDE

Free and Reduced Lunch Eligibility (2021–2022)

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

| American River Collegiate Academy | San Juan Schools Near ARCA | San Juan Unified School District |
|-----------------------------------|----------------------------|----------------------------------|
| 46% | 57.5% | 48% |

Source: ARCA/CDE

Admissions Practices

American River Collegiate Academy admits students who wish to attend the school. No test or assessment is administered to students prior to acceptance and enrollment into the school and ARCA complies with laws establishing minimum and maximum age for public school attendance in charter schools. ARCA admitted all students who applied in 2021–2022 given its small size and status as a new school. Admission, except in the case of a lottery, is not determined by residence and admission preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The ARCA admission process is comprised of completion and submission of:

- A student application
- Proof of Residency Form for students residing in the authorizing district
- Proof of minimum age requirements

Applications are accepted during a publicly advertised lottery application period each year for possible enrollment in the following school year. Because the number of student applications did not exceed capacity, a lottery was not needed or held for the 2020–2021, 2021–2022, or 2022–2023 school years.

Following the lottery application period each year, when needed, ARCA will hold a lottery to determine admission, with the exception of existing students, who are guaranteed admission in the following school year. As outlined in ARCA's charter petition, admission preferences in a lottery are given to 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

III. FINANCIAL CONDITION

The financial statements of the American River Collegiate Academy (ARCA) are included within the organization-wide financial statements for the Rocklin Academy. Each school is tracked separately and presented separately within the organization-wide financial statements. At Rocklin Academy, budgets are “living documents” as noted in the school’s Annual Update Report and are adjusted regularly at the site level through direction of the Principal with collaboration of the back-office support. The following is a summary of financial information for Rocklin Academy as reported in the 2020–2021 audit report:

| Audited Financial Information | |
|--|--------------|
| 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 |

Source: ARCA

With conservative budgeting on both revenues and expenses and no inter-fund revenue borrowing being currently shown, ARCA is projecting a positive ending fund balance (above the 5% REU) through three fiscal years as well as positive cash flows.

However, in fiscal year 2021–2022, ARCA budgeted an additional \$400,000 contribution from its parent organization Rocklin Academy Family of Schools (RAFOS). Budgeted revenues were approximately \$1,124,000 and budgeted expenses were \$1,405,000, a deficit of \$281,000. The contribution from RAFOS helped keep the school solvent.

While it is true that the school has a positive ending fund balance and is maintaining the required reserves specified in the MOU, the school has not yet generated enough revenue to sustain its operations without support from RAFOS. Deficit spending needs to be monitored and addressed.

Three-Year Projected Revenue and Expenses

| Category | 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 (Begin) | \$407,185 | \$321,289 | \$239,427 |
| Fund Balance (End) | \$321,289 | \$239,427 | \$112,371 |

Source: ARCA/SCOE

Financial Trend Data

| Summary Budget Update | 2020–2021 End of Year Actuals | 2021–2022 End of Year Estimated Actuals |
|---------------------------------------|--|--|
| 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 | N/A | 287,273 |
| Ending Balance | 287,273 | 407,185 |
| Ending Balance as % of Expenses | 42.38% | 28.99% |
| Prepaid Expenditures/Commitments | N/A | N/A |
| Restricted | 3,017 | N/A |
| Unassigned | 250,563 | 336,946 |
| Reserve for Economic Uncertainty (5%) | 33,893 | 70,239 |
| LCFF Sources | 240,503 | 524,887 |

Source: ARCA/SCOE

| Projections In Upcoming 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 | N/A | 30 | 30 |
| 5 | N/A | N/A | 30 |
| Total | 108 | 150 | 180 |

Source: ARCA/SCOE

IV. GENERAL INFORMATION

Parent/Guardian Survey

As one component of the engagement process, Rocklin Academy Family of Schools has gathered input through several surveys in 2021–2022. ARCA had only 9% of current parents/guardians provide input on the Annual LCAP Survey and only 33% of staff. Additionally, only 4% of parents provided input on the Strategic Plan Framework Survey which is directly tied to LCAP development. As a result of the smaller than expected survey results, ARCA has identified the need to increase parent participation and engagement. The school increased engagement activities by hosting workshops and meetings for parents to solicit additional feedback during the past school year, but only a small number of parents participated. Increasing parent engagement is a continuing improvement strategy for the school.

The Intent to Return Survey had an 100% participation rate with data outlined below:

- 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.

Through the development of the three-year, 2021–2024 LCAP and updates to the 2022–2023 LCAP, ARCA gathered input and feedback from educational partners including staff, parents/guardians, and students regarding goals, metrics, actions, and funding priorities, through workshops, meetings, and surveys. Educational partners were asked to identify priorities that they believe represent the school's strengths, important academic supports and social-emotional for students, and funding priorities. Four key areas emerged from the input.

1. Identified Strengths from Surveys

- Student and teacher access to technology
- High academic standards
- Effective, high-quality instructional strategies and resources
- Safe environment that supports social-emotional well-being
- Enrichment and intervention to meet the needs of all students

2. Academic Support Strengths

- Intervention/Enrichment support: pull-out, individualized or small group support during the school day
- Small group instruction in the classroom
- After school tutoring
- Paraprofessionals in the classroom to support students

3. Social-Emotional Supports

- Individual/small group counseling
- Consistent social-emotional lessons
- Resources for families

4. Funding Priorities

- Effective, high-quality instructional strategies and resources
- Meeting the needs of all students with intervention and enrichment
- Safe environment that supports social-emotional well-being

As noted in ARCA's 2021–2022 Annual Update, additional feedback and collaboration from educational partners confirmed the validity of current goals and actions as well as identified new actions intended to strengthen educational partners' engagement. Feedback gathered includes current year strengths and areas of opportunity for Rocklin Academy Family of Schools. The most important engagement opportunities to families and staff include:

- Opportunities to meet with teachers or other staff
- Emailing or calling teachers or other staff
- Opportunities to provide input through surveys

RAFOS strengths in seeking input and building relationships:

- Parent/teacher conferences
- Discussions with classroom teachers and other school staff
- Opportunities to attend meetings

Areas of opportunity identified by educational partners:

- Stronger sense of connectedness and face-to-face interactions with other families at school
- Return volunteering opportunities and on-campus events to the way they were before the COVID pandemic
- Improve the way information is shared and make it more easily accessible to families
- Ensure education specialists and general education teachers are provided with opportunities to collaborate

Governance

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.

Board Decisions and Policy Revisions 2021–2022

- Approved Educator Effectiveness Plan
- Approved ARCA SARC
- Approved ARCA Safety Plan and Parent-Student Handbook
- Approved Annual School Calendar
- Approved Declaration of Need for Fully Qualified Educators
- Approved adoption of Strategic Plan Framework and Theory of Change
- Approved adoption of 2022–2023 Budget
- Approved Local Control Accountability Plan Updates
- Approved Nonpublic, Nonsectarian School/Agency Services Master Contract
- Updated Suicide Prevention Policy
- Revised Education for Homeless Children and Youth Policy
- Revised Educational Records and Student Information Policy
- Revised Administration of Medications Policy
- Revised Attendance, Chronic Absence, and Truancy Policy
- Revised Campus Search and Seizure Policy
- Revised Freedom of Speech Policy
- Revised Foster Youth Education Policy

American River Collegiate Academy Parent School Partnership

ARCA believes that parents are valued partners in strengthening 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 as noted in ARCA's 2021–2022 Annual Update.

The PSP helps to build community at school and develop connections between the school and community. The foundation for PSP Board began in 2020–2021 and continued to support ARCA 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.

Highlights of Parent Involvement and Engagement Activities Noted in Annual Report:

- All positions filled on the PSP Board
- Survey to parents for input on times and dates that best meet the needs of 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

Community Engagement

ARCA strives to serve the families and community of Citrus Heights. In 2021–2022, ARCA continued to partner with the broader community through varied activities, including a sponsored booth at the Citrus Heights National Night Out Event, participation in the Citrus Height PAL Trick or Treating event in October, and the Citrus Heights December Christmas Tree Lighting event as noted in ARCA's Annual Update. Ashley Feeney, Citrus Heights City Manager, visited the school and classrooms to better understand the school's goals and advantages to the city. The visit strengthened communication and encouraged a stronger partnership between the school and the leaders of the Citrus Heights community.

As noted in ARCA's Annual Update, school leadership regularly attend and participate in the Citrus Heights Neighborhood Association meetings, Citrus Heights Chamber meetings and events, and Connect Citrus Heights, a new coalition that was formed to address connection and engagement in Citrus Heights. Increasing the community connections is an ongoing priority of the school team.

Professional Development

Professional development focused on strengthening multi-tiered instruction for social-emotional learning, including trauma informed practices, setting school-wide social-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.

As noted in ARCA's Annual Update and confirmed in communications with the Charter Oversight Monitor, staff engaged in school community building through a variety of activities such as greeting parents at morning drop-off and afterschool, holding family fundraising nights, and participating in Citrus Heights community events. Teachers sent weekly communications, held trimester conferences, and offered regular meetings for parents to engage in their child's learning and school community. ARCA also offered a daily check-in for families impacted by Covid to provide support and daily interactions with a staff member.

Professional development time at ARCA included a range of learning opportunities.

- Analyzing data and monitoring student progress in reading and math to inform instructional and curricular priorities.
- Piloting NGSS aligned *Core Knowledge Science* curriculum with time for discussion and lesson planning.
- Ensuring English learners and socioeconomically disadvantaged students had full access to the curriculum and additional support as needed.
- Participating in classroom observations and learning conversations to develop kind and caring learning environments and implement developmentally appropriate instructional strategies for younger children.