

Public Charter Schools Grant Program (PCSGP) Application Received from American River Collegiate Academy

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Additional details regarding this grant application and its requirements are available at [RFA: PCSGP 2024-25 Waiver Entry Start-Up Sub-Grant](#).

Posted by the California Department of Education on April 25, 2025.

Part 3 – Narrative Response

Question 1. Autonomy and Flexibility

1A. Describe how the autonomy and flexibility granted to your charter school by the authorizer is consistent with the definition of a charter school in ESEA Section 4310(2) (2020 RFA – Rubric Item 1A “Autonomy from Authorizer”).

Provide one of the following responses:

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school’s new subgrant, if awarded.

or

If the school’s plan for ensuring autonomy and flexibility has changed since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

1B. Provide Articles of Incorporation and Governing Board By-Laws

Provide one of the following responses:

Provide a copy of the charter school’s Articles of Incorporation and Governing Board By-Laws. Identify the page numbers in each document that describe the process for selection and removal of governing board members.

Articles of Incorporation (Include a copy with this application as Attachment A)

Page Numbers: N/A, processes included within the bylaws

and

Board By-Laws (Include a copy with this application as Attachment B)

Page Numbers: 4

Question 2. Management Organization

PCSGP subgrant awards are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the subgrant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Subgrant applications and budgets may not include any management fees that the school incurs as part of the

management contract but may pay for allowable activities carried out by the school or the management organization.

Pursuant to California *Education Code (EC)* Section 47604, a charter school shall not operate as, or be operated by, a for-profit corporation, a for-profit education management organization (EMO), or a for-profit charter management organization (CMO). Operate as, or be operated by, means services provided by a for-profit corporation to a charter school that include:

- a. Nominating, appointing, or removing board members or officers of the charter school.
- b. Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
- c. Managing the charter school's day-to-day operations as its administrative manager.
- d. Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
- e. Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.

Any applicant which does not meet the requirements above will not be eligible for funding. As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants.

Schools choosing to engage a nonprofit educational service provider (ESP) or EMO or CMO must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP, EMO or CMO does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 Code of Federal Regulations (CFR) 74.40-48, 75.524-525, and 80.36. Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA Section 4303 (f)(1)(C)(i)(I).

2A. Describe the level of autonomy your charter school has from the CMO or non-profit operating multiple schools under one governing board (2020 RFA – Rubric Item 1B “Autonomy from CMO or non-profit operating multiple schools under one governing board”)

Provide one of the following responses:

By checking this box, the applicant confirms that the school did not include Rubric Item 1B in its original PCSGP application because:

1. The applicant school is not affiliated with a CMO, and
2. The applicant school is the only school managed by the non-profit organization

or

By checking this box, the applicant confirms that there are no changes to the autonomy from the CMO or non-profit description reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the autonomy from the CMO or non-profit varies since submission of the school's subgrant application under California's 2020 CSP grant, explain:

2B. Describe Management Organization Affiliations

Provide all applicable responses.

2Bi. Does the charter school work with a CMO, EMO, or ESP? Mark all applicable statements below:

- Yes, CMO(s)
- Yes, EMO(s)
- Yes, ESP(s)

- No

2Bii. If the charter school works with CMOs, EMOs, or ESPs, identify each entity's:

Legal name: The Rocklin Academy

Employer Identification Number (EIN): 36-4449502

Addresses of all offices: 2204 Plaza Drive, Suite 200, Rocklin Ca 95765

Status of the entity as non-profit or for-profit: non-profit 501c3

2Biii. Provide a copy or description of any contract executed for each CMO, EMO, or ESP identified above including the name and contact information; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), **including the amount of PCSGP**

funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration of the contract; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all PCSGP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701. (Include a copy or description of each contract with this application as Attachment C)

NA - no contracts executed between the school sites and the CMO, no PCSGP funds are used in the allocation methodology of the costs associated with the CMO.

2C. Management Organizations – Business or Financial Relationships

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Describe any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school.

The charter school is responsible for identifying the types of expenses and the manner in which they would be executed. The CMO is responsible for ensuring compliance with grant and accounting standards, for reviewing and processing purchase orders and requests for payments and submission of grant information.

2D. Management Organizations – Conflicts of Interest

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Provide the name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c).

No changes from the original application

Board Listing

- Doug Johnson, Chairperson, djohnson@rafos.org
- Tim Klotz, Assistant Chairperson, tklotz@rafos.org

- Adam Schwarz, Member, aschwarz@rafos.org
- Alice Dowdin Calvillo, Member adowdin-calvillo@rafos.org
- Larry Stieber, Member, lstieber@rafos.org

Management Organizations Officers:

- Robin Stout, Ed.D. Superintendent, rstout@rafos.org
- Chelsea Bowler, Director of Ed Services, cbowler@rafos.org
- Ace Ensign, Director of Finance, aensign@rafos.org

2E. Management Organizations – Governance Autonomy

Required for applicants who responded “Yes” to working with any CMO, EMO, or ESP in Question 2Bi.

Describe how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization.

The CMO manages the charter schools legal, accounting and auditing services, as each charter school falls under the tax ID of the CMO. The charter school retains its independent review of the financial activity specific to the school site through a log in to the system. The auditing services are consolidated and each school is tested as determined by the auditor and their applicable standards.

2F. Student Records

Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2020 RFA – Rubric Item 3D “Student Record Retention and Transfer Process”).

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under

California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the student record retention and transfer process varies from the previously-approved plan, explain:

Question 3. Fiscal Sustainability

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 11 “Capacity Building”).

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the financial sustainability plan varies since submission of the school's subgrant application under California's 2020 CSP grant, explain:

Question 4. Conditions of Learning

Required for all applicants.

Describe how the charter school will meet the educational needs of its students, including “children with disabilities” and English learners:

The needs of all of our students are of the utmost importance to the Rocklin Academy and American River Collegiate Academy. As illustrated in our original submission (pages 15 through 23) we illustrate many of the unique aspects of the program. We apply that same standard throughout our educational program.

We provide a comprehensive education which includes mathematics, English language arts, English language development (ELD), science, history, arts, technology, and social emotional learning. We creatively provided instruction that includes collaboration and support to meet the needs of our students and provide an education that is rigorous, engaging, and inclusive. We are committed to keeping our enrichment block model where no new instruction is given but individualized support is provided. We enhanced our commitment to minimize learning gaps and put interventions in place with our Enrichment Support Specialist to provide additional learning and supports for our EL and SED students. Our Enrichment Support Specialist provides comprehensive support to our students, focusing on areas of need identified through frequent data analysis and

offering additional assistance to newcomer students. In addition, we have credentialed staff to serve our students with disabilities on campus daily.

An Education Specialist, Speech and Language Pathologist and School Psychologists employed by Rocklin Academy Family of Schools provide IEP supports and services to identified students. To address the needs of our students district-wide, a Behavior Specialist is also on staff. Additional assessments, services, and supports were provided by contracted providers, including School Psychologists, Occupational Therapists and a School Nurse. Assistive technology needs were served by Sail Learning, LLC.

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

American River Collegiate Academy is committed to providing comprehensive English Language Development (ELD) services to our English Learner (EL) students, ensuring they have the opportunity to acquire English language proficiency and achieve academic success.

Our ELD program aligns with California's Education Code and the English Language Development Standards. We offer a structured English immersion approach that integrates ELD instruction with core content areas, fostering the development of all four language domains (listening, speaking, reading, and writing) while ensuring academic progress in subjects like math, science, and social studies. Our highly qualified teachers deliver targeted ELD instruction alongside grade-level content instruction, ensuring EL students receive the support they need to develop their language skills while keeping pace with their peers. At American River Collegiate Academy's K-5 classroom teachers provide designated ELD instruction to all EL students daily using Amplify's Language Studio program. This program complements our Core Knowledge Language Arts ELA program.

Question 5. Input from Parents and Community

Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the SE's program. (2020 RFA – Rubric Item 5A "Parent and Community Involvement")

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the parent and community involvement plan will vary since submission of the school's subgrant application under California's 2020 CSP grant, explain:

Question 6. Effective Engagement Strategies

Required for all applicants.

Describe how the charter school will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding:

As indicated in our original submission, American River Collegiate Academy values the importance of community connection and involvement. No changes to the effective engagement strategies as indicated in the original plan.

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

At American River Collegiate Academy, we believe that parents are valued partners in strengthening our school's program. We have a strong Parent School Partnership (PSP) Board that supports the school with fundraising efforts and planning/hosting a number of community focused family events. The PSP helps to build community at school and develop connections between the school and community. Before the school year began, the PSP Board identified multiple goal areas to support the school including school and classroom support, fundraising, and school culture. Additionally, they identified areas of targeted support in developing the Art Docent Program, funding classroom budgets, hosting teacher appreciation week, and holding at least two school/community events.

In addition, American River Collegiate Academy staff and families continue to partner with our broader community. In August we proudly sponsored a booth at the Citrus Heights National Night Out Event where we were able to connect with current and

- a. Recruitment practices: ARCA actively recruits diverse students as outlined in our original plan (pdf pages 39). Targeted outreach to educationally disadvantaged students include canvassing low-income neighborhoods and communities and publishing materials in multiple languages. Engagement of current families to share their experience at ARCA with friends and family.
- b. Enrollment practices: The Rocklin Academy Family of Schools is open to any student. No test or assessment will be administered to students prior to acceptance or admission into the school. Each year in January, the parent/guardian of a current student will be required to indicate their student's intent to return for the next academic year. Any vacancies will be offered in the public lottery in March.
- c. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: Applications received during the assigned application window January -February will be included in the public lottery held in March. Lottery preferences include children of Rocklin Academy Family of Schools Full-Time Employees, a sibling of a currently attending student, students who reside within San Juan Unified School District attendance boundaries, students who qualify for Free or Reduced-Price Meals, and Foster Youth. Placement of admission preference applicants is on a space-available basis.
- d. Waitlist practices, including how and when students are offered seats if they become available: Should a seat become available, the parent/guardian will receive an admission offer through PowerSchool Enrollment from noreplyregistration@powerschool.com. Any admission offer must be accepted/declined within 24 hours of notification.

8B. Enrollment Preferences or Lottery Exemption Assurances

CSP Nonregulatory Guidance (January 2014) allows for the following categories of enrollment preferences or lottery exemptions:

1. Students who are enrolled in a public school at the time it is converted into a public charter school;
2. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
3. Siblings of students already admitted to or attending the same charter school;
4. Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); or
5. Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

ESEA 4310(2)(H)(ii) additionally allows for the following enrollment preference or lottery exemption:

1. Students who are enrolled in the immediate prior grade level of the affiliated charter school (such as a school that is part of the same charter school network).

California state law allows the following enrollment preferences or lottery exemptions:

1. Locally and State Board of Education authorized charter schools must comply with EC Section 47605(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district."
2. Charter schools authorized as a countywide benefit charter must comply with EC 47605.6(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the county."

Per CSP Nonregulatory Guidance (January 2014), "Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances." Under this RFA, PCSGP subgrantees may not implement weighted lottery categories without prior approval by the U.S. Department of Education.

Provide one of the following responses.

By checking this box, the applicant confirms that the school's authorizer-approved enrollment preference, lottery exemption, and weighted lottery categories only include the categories described above in compliance with CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), or EC section 47605(e)(2)(B) or 47605.6(a)(2)(B).

or

Lottery Assurances (Include a copy or description of each contract with this application as Attachment D): If the school's authorizer-approved enrollment preferences, lottery exemptions, or weighted lottery include categories which are not included above, provide the following assurance and information on the charter school's letterhead, signed by the charter school administrator:

[Name of charter school] will implement only enrollment preference, lottery exemption, and weighted lottery categories that are compliant with CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC section 47605(e)(2)(B) or 47605.6(a)(2)(B) for the term of the PCSGP subgrant.

The school proposes the following timeline and/or schedule for its 2024–25 lottery:

The charter preferences section of the charter petition for American River Collegiate Academy have been included within Appendix D. In working with the authorizer during the charter process it is unlikely that they would grant a material revision to support this change. Additionally, even if they were willing

to defer the preferences for the grant period, the time required for the material revision would exceed the time available for this grant.

American River Collegiate Academy proposes the following timeline and/or schedule for its 2024-25 lottery: March 16, 2025 for any grade levels where applications exceed available seats.

Question 9. Needs Analysis

Describe how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:

Required for all applicants.

9A. Describe the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school:

No material changes from the original plan. ARCA has sought and obtained support from local communities that we desired to be a part of. The most material support we receive is from Citrus Heights and the surrounding area, we anticipate that there will not be a material change in the local support.

9B. Provide information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used:

Our enrollment projections for the 2025-26 school year are 165 students. We are currently at 132 students, by adding the additional portable that would provide sufficient space to meet the projected enrollment figures for the upcoming school year.

9C. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of

how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe:

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

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

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

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

9Ci. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school:

9Cii. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission:

9Ciii. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school:

9D. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

A robust plan for engagement is included within our original plan. We will continue to implement this plan. Specific page references are included to address the items below.

9Di. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school:

Please refer to pdf pages 36 through 38

9Dii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships:

Please refer to pdf pages 36 through 38

9Diii. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making:

Please refer to pdf pages 36 through 38

9Div. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations):

Please refer to pdf pages 39 through 40

9Dv. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners:

Please refer to pdf pages 39 through 40

9E. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school):

Over the past couple of years we have been working closely with the City of Citrus Heights and community partners in gaining an understanding of the needs within the community. Additionally we meet regularly with our parents and staff to evaluate the needs of our students and community.

9F. A description of the steps the applicant has taken or will take to ensure that the proposed charter school:

(1) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and

(2) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

American River Collegiate Academy is open to all students and would not hamper, delay or negatively affect any desegregation efforts and would not otherwise increase racial or socio-economic segregation in schools. Our lottery preferences serve to provide additional opportunities for students and current demographic data are reflective of the community in which we are located.

Question 10. Closure Plans and Procedures

Required for all applicants.

Describe clear plans and procedures to provide student records to another public school or school district in a timeline manner and to help students enrolled in the charter school to attend other high-quality schools, in the event that the applicant school closes or loses its charter:

The transfer of student records plans are indicated in our previous plan on pdf page 32. The closure plans are articulated within the charter petition (pdf page 132)

Question 11. Transportation Plans

Required for all applicants.

Describe the steps that the applicant has taken to consider and plan for the transportation needs of all students:

Though we don't offer or provide transportation unless required to under the students IEP we regularly work with local non-profit organizations to build relationships to support students.

Question 12. Notification to the Authorizer

Required for all applicants.

Indicate the date and specify person at its charter authorizer the charter school notified of its intent to apply for a continuation of PCSGP funds (Include a copy of this notification with this application as Attachment E).

Date Charter Authorizer Contacted: December 31, 2024

Name of Person at Charter Authorizer Contacted: Nick Schweizer, Associate Superintendent Business Services.

Question 13. Quality Controls

Each applicant must describe the quality controls agreed to between the applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SE and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Required for all applicants.

13A. Describe the quality controls agreed to between the applicant and the authorized public chartering agency involved. Describe the 15 required elements under 47605(c)(5) contained in the charter petition and identify the page number of the charter petition on which they are located:

The table of contents of the charter petition indicate the elements for 47605, the pdf page numbers are summarized here as well:

Element #	pdf page #
Element 1	9

Element II	65
Element III	83
Element IV	86
Element V	93
Element VI	97
Element VII	103
Element VIII	104
Element IX	107
Element X	108
Element XI	127
Element XII	128
Element XIII	129
Element XIV	130
Element XV	132

13B. Identify the page number of the charter petition on which the following requirements under *EC* Section 47605(e)(1) are located:

13Bi. The charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations: pdf page 36

13Bii. The charter school shall not charge tuition: pdf page 36

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer:

NA - no additional quality controls contained in a MOU with the charter authorizer.

13D. Describe how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter:

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 is monitored in the classroom through formal and informal assessments. We also recognize the need to monitor the social emotional wellness of students to ensure wrap-around support and services were offered and provided, as needed. Using Essential Standards and Year Long Plans that include common assessments across the grade level and district, our team is able to use multiple measures to identify and target academic skills and standards requiring follow up support.

American River Collegiate Academy is a professional learning community that values data, encourages meaningful professional conversations focused on student learning and outcomes, and utilizes formative and summative assessments to target instruction and individualized student work. Structures used to facilitate those conversations and

collaboration include protected professional learning time for goal setting through a collaborative inquiry process. Teachers dedicated time to analyzing data and setting goals to improve student learning.

During the 2023-24 school year, ARCA's administration and teachers continued a four-year partnership with Instruction Partners. Instruction Partners is a non-profit coaching organization that works side by side with teachers to support great teaching and accelerate student learning. Through on-site visits, teacher observations, staff interviews, and collaborative meetings with administration, our school team identified ELA planning and instruction as a school wide goal area for the 2023-24 school year and beyond. Throughout the course of the school year, staff collaborated during professional development sessions to refine our ELA Vision that aligned to core values and expectations around providing high quality, rigorous, and well-balanced ELA/Reading instruction. Professional learning and ongoing coaching focused our team in implementing our ELA curriculum in a way that aligned to that vision.

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

These efforts resulted in notable growth with ARCA's CAASPP results in both ELA and mathematics. Overall, the percentage of ARCA students who met or exceeded standards on CAASPP increased by 11% in ELA and 24% in mathematics from 2023 to 2024. In addition to the personal growth that ARCA has demonstrated, we have also shown robust data compared to surrounding schools.

ARCA had the highest percentage of students who met/exceeded standards in ELA compared to all elementary schools in the San Juan Unified School District. This includes the schools located in Orangevale and the original schools identified as comparable schools in the ARCA charter petition (Mariposa Avenue Elementary, Carriage Drive Elementary, and Woodside K-8).

We will not receive a status for high/middle tracks until 2026-27 because you need two consecutive years with 30 or more students in student groups. Last year, we had 29 students assessed in 3rd and 4th grade. This year will be our first year with 30 or more

students taking CAASPP, so this year and next year will create our qualifying "track" status.

13E. Describe how the charter authorizer involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school:

As outlined in the charter petition and in Education code 47605 the authorizer retains the right to revoke or not renew for specific factors. American River Collegiate Academy prides itself on such factors and does not intend to be revoked or renewed based on any such factors.

Question 14. High-Quality Criteria – Replication and Expansion Applicants Only

Required for all Replication and Expansion applicants.

Each Replication or Expansion applicant must describe how they have met the following high-quality criteria and provide any applicable supporting documentation. Federal grant funds can be used for the operation of new charter schools and to replicate and expand existing high-quality charter schools as defined in 20 U.S.C. Section 7221i(8)(A) through (D). For the purposes of the grant application, the CDE defines "high-quality" criteria, which aligns with federal CSP requirements, as follows:

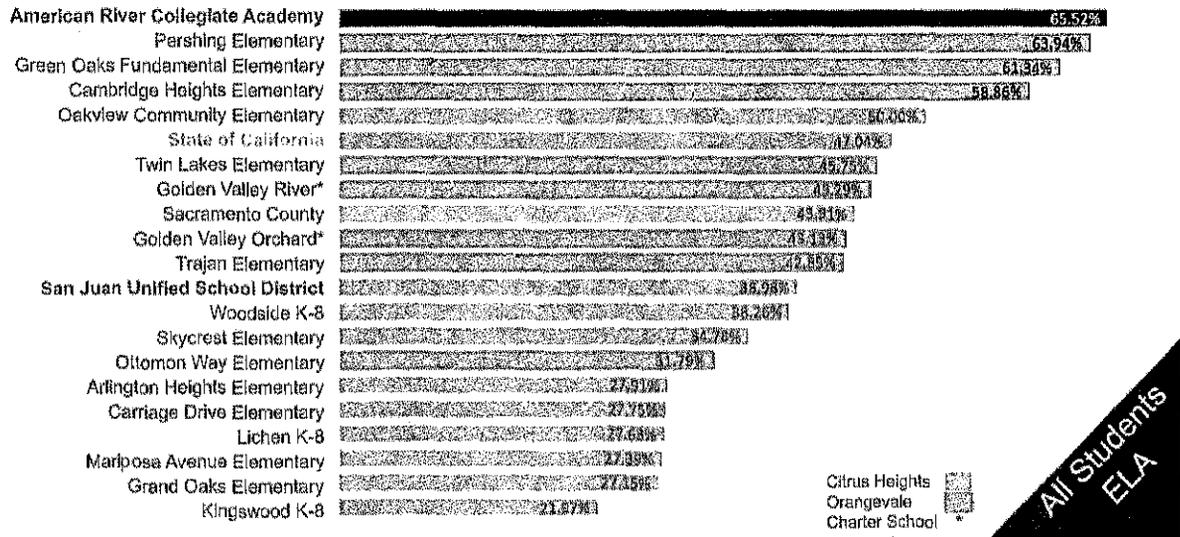
20 U.S.C. Section 7221i(8)(A)

- For existing charter schools applying for subgrants to replicate or expand, the CDE has defined "strong academic results" as those schools that:
 - Meet the "high performing" track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
 - Meet the "middle performing" track for renewal based on *EC* Section 47607.2 criteria and:
 - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

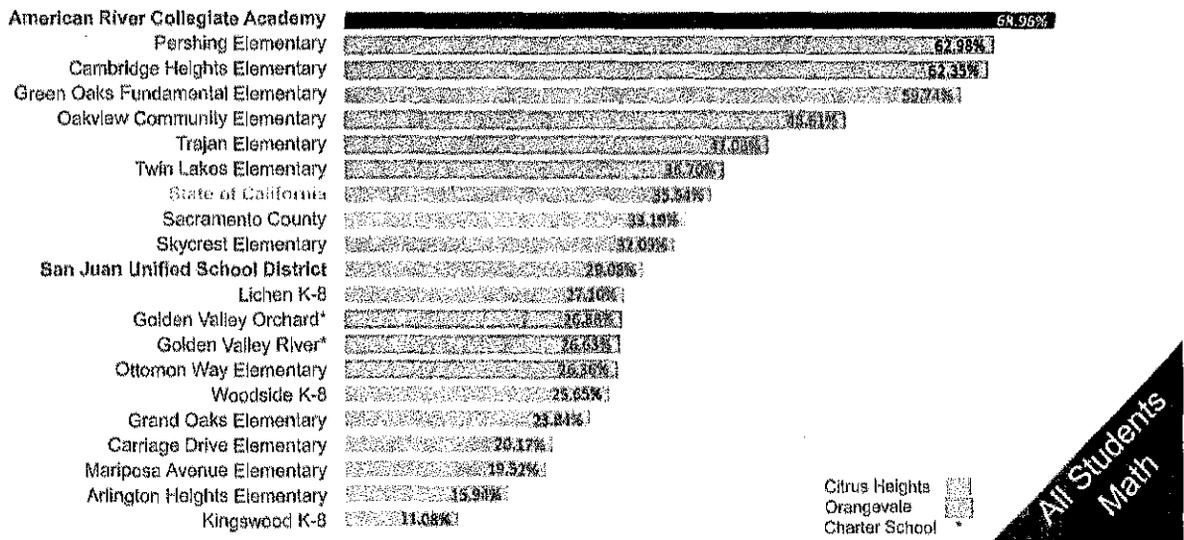
American River Collegiate Academy will not receive a status for high/middle tracks until 2026-27 because schools need two consecutive years with 30 or more students in student groups. Last year, we had 29 students assessed in 3rd and 4th grade. This year will be our first year with 30 or more students taking CAASPP, so this year and next year will create our qualifying "track" status. With that being said, all three of our Rocklin schools are categorized as high/middle track schools, and based

on current data at American River, we anticipate qualifying for either high or middle track based on academic achievement data, suspension rates and chronic absenteeism. American River's current dashboard data can be found [here](#), and we have also included our CAASPP data compared to the district of residence and state data.

American River Collegiate Academy had a higher percentage of students meet or exceed standards in English language arts compared to all SJUSD elementary schools in Citrus Heights, Orangevale, and across California.



American River Collegiate Academy had a higher percentage of students meet or exceed standards in mathematics compared to all SJUSD elementary schools in Citrus Heights, Orangevale, and across California.



- The charter school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

20 U.S.C. Section 7221i(8)(C-D)

- Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school's Local Control and Accountability Plan (LCAP), and
- Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

All applicants for Replication and Expansion subgrants must meet the high-quality criteria in order to be awarded funds. All charter management organizations or non-profit organizations with authority over more than one charter school are only eligible to apply for Replication or Expansion subgrants and must meet the high-quality criteria for the charter school being replicated or expanded.

14a. 20 U.S.C. Section 7221i(8)(A) – Identify which criteria the replicating or expanding school meets:

1. Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
2. Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
 - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

14b. 20 U.S.C. Section 7221i(8)(B) – Provide an assurance from the charter administrator on school letterhead that the charter school that the school has had has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance in the past 3 years and that the school has provided CDE with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc).

14c. 20 U.S.C. Section 7221i(8)(C-D) – Provide written description of how the charter school has met the following, with a link to the public posting of the school’s LCAP.

1. Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school’s Local Control and Accountability Plan (LCAP), and

[Link to 2023-24 LCAP](#)

[Link to 2024-25 LCAP](#)

2023-24 LCAP Goals

Goal 1

Rocklin Academy Family of Schools will increase the academic growth and achievement of all students.

11 Metrics Supporting this goal

All “Desired Outcomes” were met.

Goal 2

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

4 Metrics Supporting this goal

All “Desired Outcomes” were met.

Goal 3

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

1 Metric Supporting this goal - Chronic Absenteeism Rates

The “Desired Outcome” was met, and were removed from ATSI

All Students: Reduce chronic absenteeism rate by 5%

SED Students: Reduce by a minimum of 7%

2.a Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.a

N/Aa

The LCAP for American River Collegiate Academy can be found here:

<https://4.files.edl.io/af3a/06/18/24/155802-74268eae-7a48-46d8-9732-578c402869e4.pdf>

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