

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Ms. Laura Regan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rocklin Academy

(As it should appear in the official records)

School Mailing Address 6532 Turnstone Way

(If address is P.O. Box, also include street address.)

City Rocklin State CA Zip Code+4 (9 digits total) 95765-5865

County Placer County

Telephone (916) 632-6580 Fax _____

Web site/URL http://turnstone.rocklinacademy.com/ E-mail lregan@rocklinacademy.org

Facebook Page

https://www.facebook.com/RocklinAcademyTurnst

Twitter Handle _____ one/

Google+ _____

YouTube/URL _____ Blog _____

Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Robin Stout

E-mail rstout@rocklinacademy.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rocklin Academy Tel. (916) 778-4544

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Doug Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	24	48
1	21	27	48
2	19	29	48
3	20	28	48
4	29	31	60
5	37	23	60
6	26	33	59
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	176	195	371

4. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 33 % Asian
 - 1 % Black or African American
 - 13 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 31%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	92
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1, 2014	372
(5) Total transferred students in row (3) divided by total students in row (4)	0.312
(6) Amount in row (5) multiplied by 100	31

6. English Language Learners (ELL) in the school: 5 %
20 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 5 %
Total number students who qualify: 18

8. Students receiving special education services: 10 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 1 Other Health Impaired
- 4 Specific Learning Disability
- 29 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Rocklin Academy Family of Schools are public charter schools that embody high standards, parent partnership, rich core content and collaborative use of data resulting in high quality teaching and learning in a nurturing environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Rocklin Academy Turnstone is a free, public charter school. All applicants are accepted within our enrollment time frame. Preference is given to full time credentialed employees and siblings of current students. All other families are placed in a true lottery system where families are identified with a number. Because we are authorized by Rocklin Unified School District, our Rocklin residents get multiple pulls in the lottery as compared to non-residents. Once enrollment is filled, families whose number was pulled by our computer system will have an opportunity to accept or decline a position at Rocklin Academy Turnstone. Those who choose to wait for an opening are placed on a waiting list which is rolled over year to year. We currently have a waiting list of about 344 students.

PART III – SUMMARY

Rocklin Academy Turnstone is a highly successful K-6 Core Knowledge school that presents a high-quality education which challenges and motivates each child to discover, strive for, and achieve her/his full potential. Rocklin Academy is in its fifteenth year of operation. Rocklin Academy has a 2013-2014 three-year average API of 958* and for the past two years where rankings are available, has had the highest statewide API rank of 10. Since first serving students in August 2001, we have operated at full enrollment, and there is currently a large waiting list.

Rocklin Academy features a strong curriculum, outstanding teaching, ongoing assessment of student progress, and will continue to require a commitment to high standards. We believe that all students can learn at high levels and believe in developing the whole child. We are a school of choice in the suburban area outside of Sacramento, California and have a clear and focused mission devoted to student learning. Rocklin Academy's philosophy is that all elementary students need a standards-based education which is dedicated to the mastery of a broad base of knowledge and the development of a rich vocabulary, full literacy and mathematics skills. The richness of the Core Knowledge Curriculum Sequence and California Common Core State Standards combined with research-proven teaching methods that motivate and engage students to work hard and learn more, has shown great success in empowering students to excel and be prepared for success in high school and college. Our Core Knowledge promotes cultural literacy and celebrates diversity which empowers all students to be proud of who they are and where they come from with a common foundation of academic vocabulary and content. Rocklin Academy Turnstone is also a parent partnership school which means we highly encourage parent participation, parent feedback, partnership and support. Parent participation, quality teaching and curriculum, and belief in the whole child all support the best possible learning environment for our students. Rocklin Academy believes that working collaboratively with each other, and with our families, we can create an environment that supports students academically, emotionally, and socially with positive behavior. Our school believes in teaching character traits and the Eight Keys of Excellence, which are: Failure leads to success, speak with good purpose, this is it, commitment, ownership, flexibility, balance, with the overarching key being integrity. It is not enough to teach the Keys of Excellence at our rallies, but demonstrate and model what these traits look like in action. Our students earn incentive tickets by demonstrating these actions on our school campus. Tickets are drawn at a rally where students earn prizes. What is equally important, is that our students observe our faculty and staff earning awards for demonstrating one or more of these traits. Students participate in the rallies by explaining why and what action the staff member demonstrated to earn the award. Our student groups, A.C.E.S. (Ambassadors of Character Education for Students), and student counsel put together skits to act out what the character traits look like. It is a big part of our school culture to demonstrate and celebrate strong character and integrity, support all students so they can learn at high levels, and support the whole child. Our Mission, Vision, and Core Values embody our belief that all students can learn at high levels and it is our job, collaboratively, to meet the needs of all learners.

Mission Statement: The Rocklin Academy Family of Schools are public charter schools that embody high standards, parent partnership, rich core content and collaborative use of data resulting in high-quality teaching and learning in a nurturing environment.

Vision Statement: All students achieve their personal best and will become productive, compassionate, and engaged citizens.

Five Core Values That Will Impact Student Achievement:

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.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/Language Arts Program:

Rocklin Academy Turnstone’s Language Arts curriculum provides solid, research-based instruction using the research 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 block, which provides a knowledge-rich curriculum core for all students. Rocklin Academy’s literacy program provides strong instruction in the areas of decoding, systematic and explicit phonics instruction, comprehension, inquiry and investigation, and writing through our Core Knowledge Language Arts (CKLA) program. The Common Core aligned program supports the teaching of spelling, vocabulary, grammar, writing usage and mechanics, penmanship, listening, and speaking. It is also strong on instruction for providing evidence from text, and analyzing a balance of fiction and nonfiction complex text.

Rocklin Academy Turnstone’s instructional materials used include: Core Knowledge Language Arts for grades K-5, Engage New York for grade 6, and Step Up to Writing. The Core Knowledge literature sequence is rich and engaging, and builds the cultural literacy of students. It includes poetry, sayings and phrases, and classic literature at all grade levels. Additionally, the Core Knowledge literature sequence is easily integrated with the history content for each grade level which assists the teacher in developing and implementing thematic instructional strategies. Rocklin Academy ensures that students are proficient writers through various practices, including the Step Up To Writing program aligned to CCSS. This set of researched-based and validated strategies provides students with the skills to proficiently write opinion, informational/explanatory, narrative, research, and argumentative essays, actively engage with reading materials, and demonstrate competency in study skills.

Mathematics Program:

Rocklin Academy uses the Common Core aligned Eureka Math curriculum, also known as Engage New York, for kindergarten through sixth grade mathematics instruction. The instructional approach, specifically incremental development, continual review of concepts, formative and summative assessments, iPads, hands on manipulatives, and on-line resources support this curriculum. Rocklin 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 in all standards, our common school-wide math block accommodates their participation in appropriate grade-level math classes. Curriculum differentiation and independent pacing opportunities are offered within classrooms to support students who are not proficient and enrichment for those who need to extend their learning.

Science Program:

Rocklin Academy teaches the Core Knowledge science curriculum, which is an integrated part of the curriculum in every grade starting in kindergarten. We use various science trade books incorporated with significant hands-on and web-based science material and activities. To support our science curriculum, each grade level incorporates hands on, and minds on, learning. For example, when our students learn about the structure of an eye, they gain immeasurable understanding by dissecting a cow eyeball. Students also build and create models in science. Our school and district are currently rolling out the Next Generation Science Standards to support the Core Knowledge curriculum and create an exemplary science program. Our students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which include; physics, chemistry, biology, ecology, astronomy, and earth sciences.

History and Geography Program:

The Core Knowledge Sequence is supported by content rich history and geography textbooks. The textbooks, instructional materials and web-based resources are used in addition to many academic field trips that bring the content to life. The curriculum transforms learning and provides powerful cross curriculum connections with language arts, visual and performing arts, music, and art. For example, our students learn about the Middle Ages in fourth grade. To have a deep understanding of the content, our students learn about the music, art, architecture, culture and religion, which brings the time period to life. Students write about the Middle Ages, learn a sword dance, and dress in that time period when attending a Medieval Feast at school. When learning about the Civil War, students camp out overnight on Angel Island, reenacting the life of a soldier. Our strategies and content support that all students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Meeting the needs of all learners:

All students learn in a variety of ways and at different paces. To support all students who have academic gaps, teachers differentiate instruction in small groups within the classroom. We also have two credentialed intervention teachers who provide additional support and time to close academic gaps. For students who have demonstrated proficiency, we provide enrichment to extend their learning within the classroom with support from our ELA and math instructional coaches in collaboration with the classroom teacher.

2. Other Curriculum Areas:

Visual and Performing Arts Program:

The Core Knowledge Sequence includes visual and performing arts in all grade levels, kindergarten through sixth. This content is readily integrated throughout all the content areas and includes hands-on activities. Rocklin Academy Turnstone has an art and music docent supported program, which is based on curriculum and methods of instruction consistent with the California Visual and Performing Arts standards, and the Core Knowledge curriculum. Our school provides music instruction by a credentialed music teacher twice a week to students in grades 4-6. Our music program includes a band and choir for fifth and sixth grade.

Physical Education:

Rocklin Academy promotes physical activity, health, and nutrition through a comprehensive physical education program. Rocklin Academy students receive physical education instruction twice a week, forty minutes each class. Our Physical Education instructors work closely with classroom teachers to integrate standards and maximize learning. Instructors use data from California's Physical Fitness tests in order to set goals for their classes and monitor progress toward physical fitness proficiency. Annually, students participate in the Jump Rope for Heart program which is sponsored by the American Heart Association.

Character Education, Democratic Principles and Core Values:

Rocklin 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. The Academy uses the Core Virtues program in grades K-6 and resources from the Center for Civic Education. The Core Virtues program is a non-sectarian, literature-based program aligned to Core Knowledge which provides interesting and meaningful opportunities to cultivate character through the promotion of basic moral, civic, and intellectual virtues. Rocklin Academy student leaders of A.C.E.S. will continue to support teachers and students in character education and service throughout the year. Rocklin Academy uses the character education, 8 Keys of Excellence as previously mentioned. Our school is in tier 1 of PBIS, Positive Behavioral Intervention and Supports and anticipate a successful implementation next year.

Technology Integration:

One-to-one iPads are currently implemented in grades 2-6 and two-to-one iPads in grades K-1. Schools are challenged to prepare students for the complex demands of the 21st century. As digital citizens, people communicate, gather information, collaborate, and problem solve in a global virtual environment. One-to-one technology allows the Rocklin Academy community the opportunity to enhance the skills necessary to compete and thrive in an ever-changing world. The Academy embraces one-to-one technology to engage students, improve student achievement, and improve teaching and learning. Promethean Boards and document cameras are available in each classroom. We currently have Apple TVs and 60 inch televisions in our fourth through sixth grade classrooms. It is important to have a variety of technology available to set our students up for success today, and in their future.

Academic Competitions:

Students at Rocklin Academy have the opportunity to participate in a wide range of academic competitions. Participation in events of this type has shown significant benefits, including development of individual interest-driven inquiry and research, higher order thinking skills, research skills, teamwork, and hands-on application of knowledge. These activities are coordinated and directed by the students and their parents, with assistance from the Rocklin Academy staff. One activity is called Destination Imagination which is a creative problem solving team competition in which teams of five to seven students solve a long-term problem and a spontaneous problem. Another academic team is called Math Olympiads. Math Olympiads is an international student competition for teams of elementary and middle school students. Students learn to think beyond the basics of math. Rocklin Academy also hosts a spelling bee which includes participation in school level, district-level, regional and national spelling bees. To support the importance of communication and public listening skills, we have an annual Public Speaking Contest where students participate in school-level and district-level competitions. Rocklin Academy is always looking for new and engaging ways for students to participate in and build skills in areas of interest.

3. Instructional Methods and Interventions:

Instructional Methods and Interventions:

All Academy teachers employ a cohesive set of research-based instructional methods and approaches supported through training they receive from high-quality professional development. Instructional strategies that have proven to be effective include a powerful mix of direct (explicit) instruction, differentiated/individualized instruction, guided/independent practice, technology, and cooperative learning that increases student engagement and significantly reduces behavioral issues in the classroom. These methods have proven to be effective with all students, including those who are currently performing below grade level, English Learners, and those with special needs. The consistent use of these instructional methods and classroom management techniques at all grade levels provides a strong, predictable, and self-reinforcing component to the overall school culture and builds a foundation of understanding and support with all parents.

Curriculum Differentiation:

Curriculum differentiation based on student data has been shown to significantly improve the quality and quantity of learning for all students. Consistent with the practices successfully implemented for the past nine years, Rocklin Academy utilizes a differentiated curriculum and successfully-proven teaching methodologies that include acceleration, depth, and complexity.

Although we have tiered intervention practices in place, it is also important to meet the needs of our GATE and high achieving students. We offer curriculum acceleration which adjusts the rate at which a student progresses through curricular material. This learning timeline is flexible, and may adjust in pace in a particular area of study. Teachers pre-assess to identify students that have already mastered upcoming concepts. Students who have demonstrated mastery are given the opportunity apply their knowledge more deeply, often illustrating and extending learning through the iPad. Depth of understanding nurtures interests

and ignites a deeper learning. True learning, and the creation of new knowledge requires going beyond memorizing facts, and making cross curricular connections. Teachers create environments that foster this type of learning by adding complexity to the core curriculum which aligns to CCSS.

Closing academic gaps is addressed in our tiered intervention program. Effective first instruction is the first tier of our educational process. Teachers use formative and summative data to drive their instruction and to inform a variety of instructional strategies, including flexible grouping, modeling, guided and independent practice, and cooperative learning to address students' needs and modalities. From there, our team of credentialed intervention teachers titled, Enrichment Support Specialists, provide targeted instruction in tiers 2 and 3, on a one-on-one or small group basis to students needing additional support. Our teachers lean on parent partnerships to support student learning at home, and Student Study Teams (SSTs) convene if a series of progressive interventions, scaffolded instruction, and home support do not yield appropriate, measurable student progress. Our goal is to identify the needs of each learner so that all students can learn at high levels. This takes a team of dedicated educators and parents to provide intervention, individualized plans, sensory need supports, and resources to set all students up for success.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Rocklin Academy Turnstone faculty employs the practice of collaborative inquiry – a systematic, purposeful process during which teachers and administrators work together to analyze student data and develop instructional strategies to address the needs of all students. With essential outcomes in mind, our collaboration has a clarity and commitment to the ongoing learning and progress of both students and educators by examining student work regularly and creating strategic achievement goals. Teachers improve their practice by utilizing formative and summative assessments, and common grade level rubrics to regularly assess student achievement, share expertise, and evaluate the effectiveness of implemented strategies used to support and extend the learning of all students. If, at the conclusion of a four-week cycle, assessment results show that academic goals haven't been met, teachers re-evaluate and adjust strategies to re-address areas of need until proficiency is reached.

State mandated testing is another efficacy data point. Our 2013-14 state data communicates that the percentage of students who scored proficient or advanced in math from grades 2-6 are 92%, 96%, 99%, 84%, and 90% respectively. In ELA, our proficient/advanced scores are 91%, 85%, 96%, 98%, and 95%. Last year, our CAASPP data compared to surrounding districts stood out as being significantly higher in both math and ELA. However, we are aware that we can always improve and strive to use this data to improve our program. Using CAASPP and Measured Academic Progress (MAP) data, a group of stakeholders, including board members, administrators, teachers, parents, and students, analyzed our district wide results and set SMART goals in math and ELA. The goals are:

By the end of the 2015-16 school year, 100% of RAFOS students will be at/near or above standard in reading as measured by the 2016 CAASPP.

By the end of the 2015-16 school year, we will reduce the gap by 50% among English Learners and Socio-economically Disadvantaged students while increasing growth in the Math Concepts and Procedures as measured by the 2016 CAASPP.

Within our LCAP, subgroups that scored significantly lower than that of their peers were identified as English Learners, Foster Youth, and Socio-economically Disadvantaged. These subgroups are monitored closely on both summative high stakes assessments, and in real-time classroom formative and summative assessments. MAP assessments are administered three times a year to identify individual growth. Subgroup and individual data is analyzed and monitored so that teachers are able identify trends, and create differentiated groups during their Enrichment Block. Enrichment Block is a designated period in the classroom where no new material is introduced and teachers work with non-proficient students to close academic gaps, and enrich students who are proficient in all areas.

Assessment results are transparent and grades 4-6 have a parent portal where results can be found. All teachers communicate assessment and MAP results to individual parents to seek a partnership in closing gaps, share SMART goals, and student progress. Trends and grade level results are shared through Board reports which are accessible by all parents and stakeholders. In my weekly e-newsletter, and in classrooms, CI goals and results are shared with families.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Rocklin Academy Turnstone is a school of collaboration; with parents, among students, teachers, and administrators. We truly understand the power of working together to meet the needs of all students academically, socially, and emotionally. Each student has their own uniqueness and learning style. Working with our parents, we are able to truly get to know the ‘whole child’ and best meet the needs of our students. It is not uncommon to see teachers supporting students at extracurricular events. Connections with students and families show our dedication to each and every child.

Teachers that work at Rocklin Academy become a part of our family. We lean on each others’ strengths and support each other. Peer observations for professional learning is a common practice at our school site and has built a high level of trust and collaboration in our faculty. When analyzing common data, teachers identify whose scores reflect a higher percentage of proficiency and often observe that teacher in action in order to improve their own instructional strategies to ultimately be able to best support their students. Teachers have special interests and we have many ‘experts’ in different areas. An example of this is when a teacher had a passion for learning the best instructional strategies for students with special needs. This teacher was supported and provided extensive training in this area and became the ‘go to’ teacher for others. My goal as an administrator is to build capacity in my faculty, lean on their interests and strengths, and support them all to become exemplary educators. Our positive environment and culture are supported by our 8 Keys of Excellence, Core Virtues, Renaissance Rally incentive tickets, and Kindness Week. How to ‘show’ these character traits are supported in rallies when students perform skits for all students and our Renaissance Rally winners are honored for demonstrating strong character. Our staff is also honored at assemblies for demonstrating strong character, so students can learn from their teachers and support staff. There are high expectations for both academic and behavior, which is why we are consistent in teaching and supporting ‘what’ strong character looks like and reward students for their behavior. Each year, we have Kindness Week where students are challenged to complete a specific number of kind acts. Our student body celebrates at a rally, fun activities, and outreach for our community and beyond. In 2015, our school was on the evening news where students were able to share what Kindness Week was, and express why it is important to be kind to others. In all, with support from stakeholders, we have created a positive environment with a strong culture of collaboration and continual growth, always looking for how we can best meet the needs of all students.

2. Engaging Families and Community:

The primary goal of Rocklin Academy is to work in partnership with diverse Rocklin/South Placer families who place a high value on learning and who want to participate as full partners in the education of their children in a rigorous, broad-based academic program to assist students in becoming self-motivated, competent and lifelong learners. We place a high value on education and learning. Rocklin Academy seeks to serve families who want to participate as full partners in the education of their children, and are seeking a rigorous and flexible educational program.

Rocklin Academy Turnstone values the parent partnership relationship and sees how this level of involvement truly impacts student learning. Children are excited to see their parents share their individual expertise with the school and be a part of the collaborative culture. Our Parent School Partnership (PSP) is equivalent to a PTA. The PSP works tirelessly to raise funds and support our academic programs, and create events to bring our families together with other members of our community. One such event is our Harvest Carnival. This is a free activity for our families and local community where everyone can come together. The PSP also sponsors our Field Day, Father-Daughter Dance, Mother-Son Galactic Night, and Family Movie Nights. These events bring the ‘village’ together which supports our culture of collaboration with parents and outside stakeholders. Our school believes in addressing the whole child; their culture, beliefs, learning styles, emotional and social well being, as well as academic success. Collaborating with stakeholders and outside sources, we are able to create a positive culture that embraces diversity.

Our administration works collaboratively with a local university at events such as ‘Mock Interview Night’ and working with student teachers to assist in sculpting new teacher candidates. Our district leaders are also involved in the Kiwanis group and Rocklin Chamber of Commerce. This year, we have sent teams of administrators and teachers to various community events to meet and interact with our local community. Our district sets up an information booth where families can learn more about our schools. Rocklin Academy’s leadership team of teachers and administrators have traveled across the nation presenting at Learning Forward, California Charter Schools Association, William Jessup University, Core Knowledge Seminar, and more. Our leaders have presented topics such as; Professional Learning Communities, iPads in the Classroom, Core Knowledge Language Arts, and Hiring Quality Teachers. Through these travels, we have connected with strong academic associations and individuals where our team gains knowledge of best practices. A culture of collaboration and connection to the community directly affects our students.

3. Professional Development:

Rocklin Academy believes that professional learning will impact student learning and we put significant emphasis and time into professional development. Each year, our teachers communicate what their greatest learning needs are in a variety of ways including data from surveys, as well as principals identifying where they need to support their teachers. Our principal team also identifies and maps out our support for any new implementations of technology or curriculum as we know that is key to the success of any new implementation. Our overall Professional Development Plan is developed outlining our greatest needs. Our principal team and superintendent understand that needs can fluctuate often, so our calendar is fluid and can be adjusted to best impact our teacher learning.

Rocklin Academy believes in building leaders from within and have developed leadership teams leaning on teacher strengths and interests. We have an established Leadership Team of teachers and a technology team who are experts at our data and assessment system, iPad, and general technology to impact student learning. This year, our district added an English Language Arts coach and a Math Instructional Coach with site based coaching teams. Teachers currently have one full day per month devoted to our PLC and professional development. An hour each Tuesday afternoon is dedicated to our teachers and their professional development. Teachers also have a significant amount professional development embedded in their day. All of this time is strategically planned based on the greatest learning needs of our educators.

The Leadership Team of teachers developed a peer observation protocol to facilitate professional learning and conversations when observing peers. Teachers know that peer observations are non evaluative and are for their own professional growth. As a site principal, I coordinate the time for peer observations and provide substitute teachers for my teachers. This is such a powerful way for teachers to professionally learn from peers and improve their practice.

Using an evaluation framework, teachers identify which area they want to create a personal growth goal around based on results when self scoring on a self-evaluation continuum. Administrators support each teacher to improve towards a distinguished level of instruction through observations and feedback, instructional coaching, and resources. This focus and immediate feedback gives teachers an opportunity to use this information and immediately improve their instructional practices. An example of a goal might be in ‘student engagement for all students’. Another example might be, ‘goal setting with students so students can monitor their growth using data’.

Our Rocklin Academy math and ELA instructional coaches are in classrooms co-teaching, observing, modeling, and planning with our teachers. The purpose is to move towards exemplary instruction and student engagement that best impacts student learning. Our coaches and their teams assist classroom teachers in analyzing student data and co-creating differentiated instruction based on the common student data. Our coach’s effectiveness is measured by student academic growth using common assessment data.

With all of the recent changes in education, teachers have been faced with the challenge of learning new standards, new instructional practices, new curriculum, and just about new everything. It is my job as a leader to set them up for success and give all teachers support, professional development, and time in order to be successful in their craft.

4. School Leadership:

Rocklin Academy believes in building capacity of all teachers and building leaders from within. There are many opportunities for teachers and staff to take on a leadership role and support their professional objectives. Our superintendent, principal, and teacher philosophy is one, where we believe all students can achieve at high levels, and it is our job as professionals to understand each individual child and how they best learn in order to meet their needs. This belief and philosophy is communicated in our vision, mission, and Core Values. It is the 'glue' of our work.

As a site leader, I build the capacity of my teachers by creating leaders in many different capacities. For example, I have a teacher who has served on our Leadership Team, is my 'teacher in charge', and is currently in school to receive her administrative services credential with her end goal being an administrator within our district. In order to set her up for success, the other principals and I coach her and give her opportunities to shadow us in our positions and learn the many facets involved in managing a successful and safe school. With support in her journey, she has become an expert teacher which directly impacts her student engagement and learning. She shares her new learning with other teachers. This is one example of many on how our teachers are supported in their goals. The teachers that are technology oriented, become our site's 'go to' people to assist other teachers and represent our site on technology committees. Mentor teachers in BTSA support our newer educators. The teachers view each other as partners and share all students as well as their knowledge in order to support each other both in and out of the classroom.

Knowing that our district level leadership shares the same educational philosophies and supports both teacher teams and principals to best impact student learning is phenomenal. I am very fortunate to have a collaborative principal team to analyze data with, identify common trends, and make strategic decisions with for our system of schools which creates a unified team and vision. Our Board of Directors is also student focused, continually reflecting on our mission, vision, and Core Values to support district leaders and all stakeholders in creating the best learning environment possible. I am privileged to be part of a district that is collaborative, supportive, and successful in creating an impactful environment for all learners.

Part VI – INDICATORS OF ACADEMIC SUCCESS

At Rocklin Academy Turnstone, we began our journey as a Professional Learning Community (PLC) eight years ago. Although our state test scores were high, further analysis of the data showed a significant number of students who were not proficient. This led us to ask the questions: What do we want our students to learn, how do we know if they have learned it, and what are we going to do if they have not learned it? With Learning by Doing as our guide and working closely with a learning community coach, we focused our efforts on creating a culture that was focused on student learning and results. Our administration and leadership teams have attended workshops with Rick and Becky DuFour, Mike Mattos, and Ken O'Connor.

Each year, we improve our process to create the most effective PLC time possible. All three elementary sites in our district have one full day each month dedicated to the PLC process. Teams analyze common data, identify the greatest area of need, and walk through the SMART goal setting process together. Progress is monitored throughout the four week goal cycle and using a common assessment, final progress is documented. When teams reconvene at the end of the four week cycle, they celebrate student growth and identify new instructional strategies to meet the need of those students who are not yet proficient in order to narrow the achievement gap.

Monitoring the model and ensuring that all students are learning at high levels is done using a variety of assessment tools. Students attending Rocklin Academy Turnstone will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, standardized tests, and Northwestern Evaluation Association's Measurement of Academic Progress (MAP) assessment in grades 2-6.

We closely monitor student subgroups identified within our LCAP, Socio-economically Disadvantaged, Foster Youth, and English Learners, and continuously take steps to ensure success of all students. Our stakeholders (parents, Board of directors, teachers, administrators) also analyzed the MAP and CAASPP data results to identify our greatest area of need and establish district wide SMART goals. Also using this data, grade level teams are identifying essential standards for both ELA and math and use these standards as their focus when identifying common areas of need in their PLCs.

Using multiple measures of data, monitoring individual growth, putting steps in place to close academic gaps, and identifying our subgroups of students with the greatest need are our continual focus at Rocklin Academy Turnstone. It is our job to ensure all students receive additional support and time if needed, and enrichment for those who are already proficient. We believe all students can learn at high levels and work together, collaboratively, to meet the needs of all learners.