



EST. 1997

NORTH STAR
ACADEMY

Board Presentation
November, 20, 2024

LCAP GOAL #1

By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

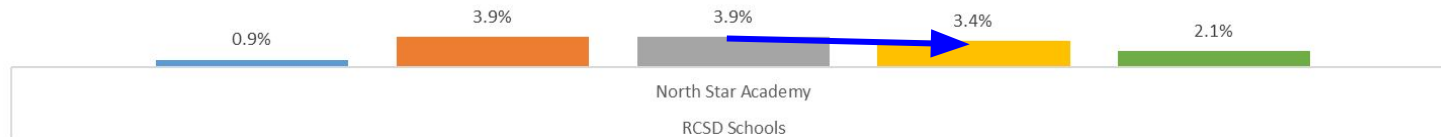
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Yearly Comparision of Chronic Absenteeism

■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
as of 10/31



Chronic Absence Rate by Student Group

■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
as of 10/31



* Student groups of less than 10 are not presented

Yearly Comparision of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

0.2%

1.7%

0.0%

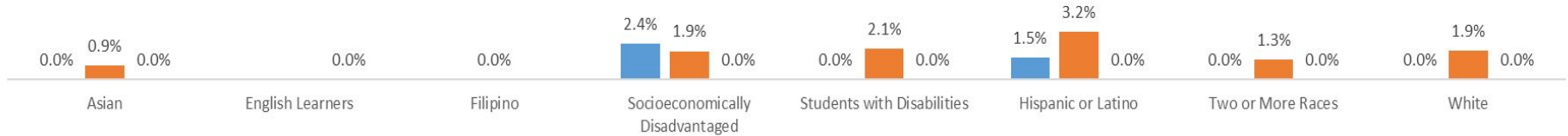
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Yearly Comparision of Suspension Rate by Student Groups

■ 2021-22 ■ 2022-23 ■ 2023-24



* Student groups of less than 10 are not presented

Social-Emotional Support, Chronic Absenteeism, and Suspensions

Social Emotional Curriculum Pilot with
Wayfinder *(new in 24-25)*

- Tier 1- Curated lessons taught in homerooms

3RD GRADE
Creating Connections + Fostering Curiosity

4TH GRADE
Building Confidence + Community

5TH GRADE
Building Empowered + Engaged Leaders

6TH GRADE
Belonging Foundations

7TH GRADE
Belonging 1: Self

8TH GRADE
Belonging 2: Community

Screen Team working to continue or maintain this decrease:

- Screen Team includes Admin, MTSS TOSA, and Mental Health Counselors
 - reviews student data bi-weekly and determine action steps based on arising trends
 - Action Step examples:
 - Counseling referral
 - Academic check-in
 - Homework Club referral
 - Parent contact
 - Teacher Check-in
 - Transportation

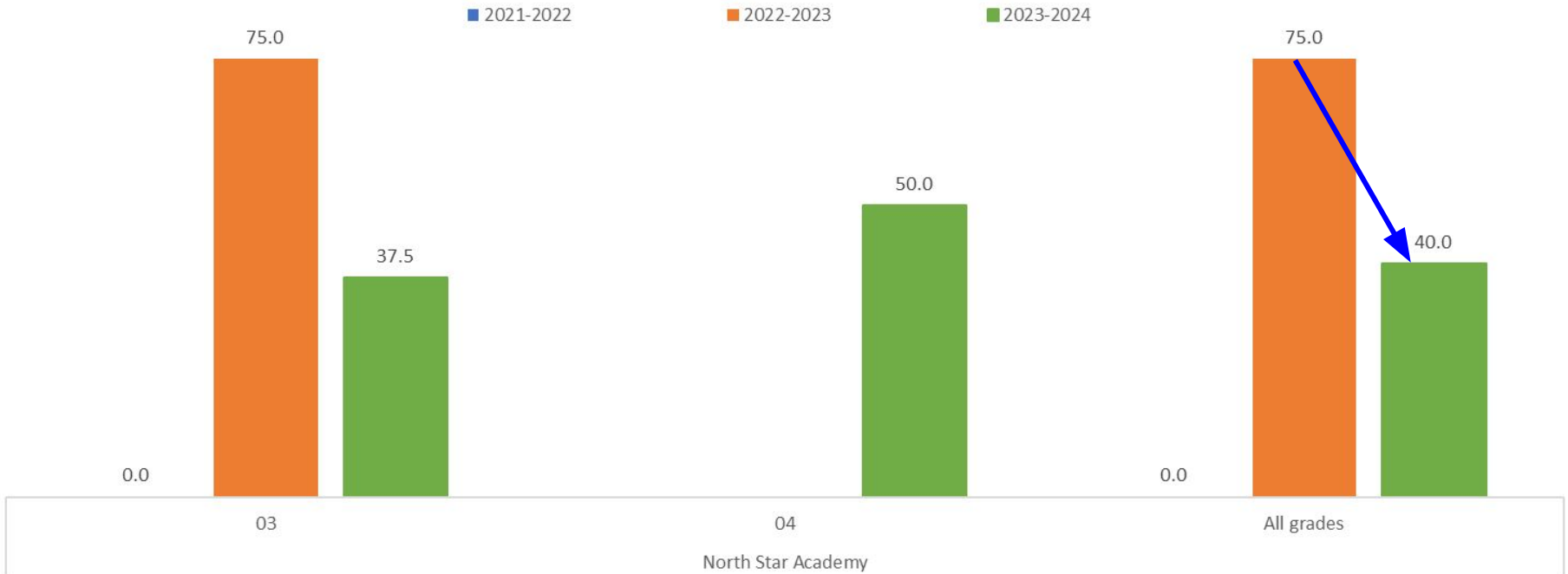
LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC level growth % of students increase at least 1 ELPAC level



Supporting our Multilingual Learners

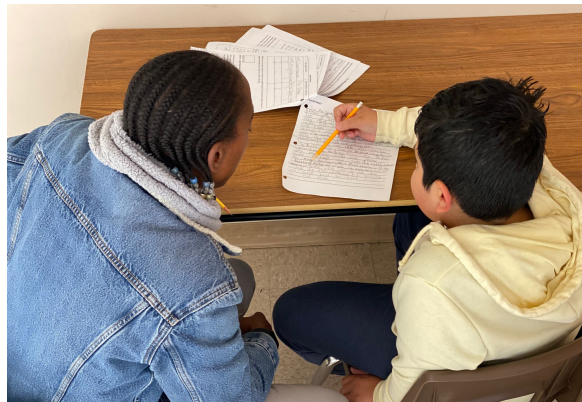
1) Designated ELD Class:

- Taught by MTSS TOSA (*new in 24-25*)
- Small group (max 4 students)
- District curriculum
- Focused instruction



2) Embedded ELD Support: (*new in 24-25*)

- In content classrooms
- Provided by Guest Teacher, as available
- Real time support and feedback, focused on writing and vocabulary



LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Yearly Comparision of SBAC ELA Performance % Met or Exceeded

■ 2017

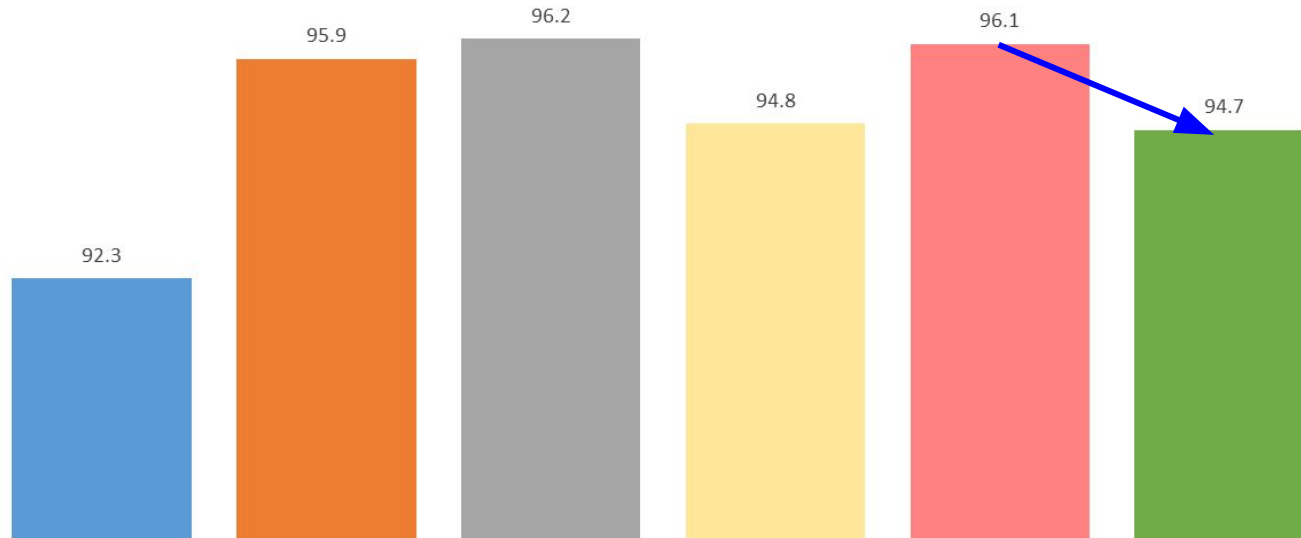
■ 2018

■ 2019

■ 2022

■ 2023

■ 2024

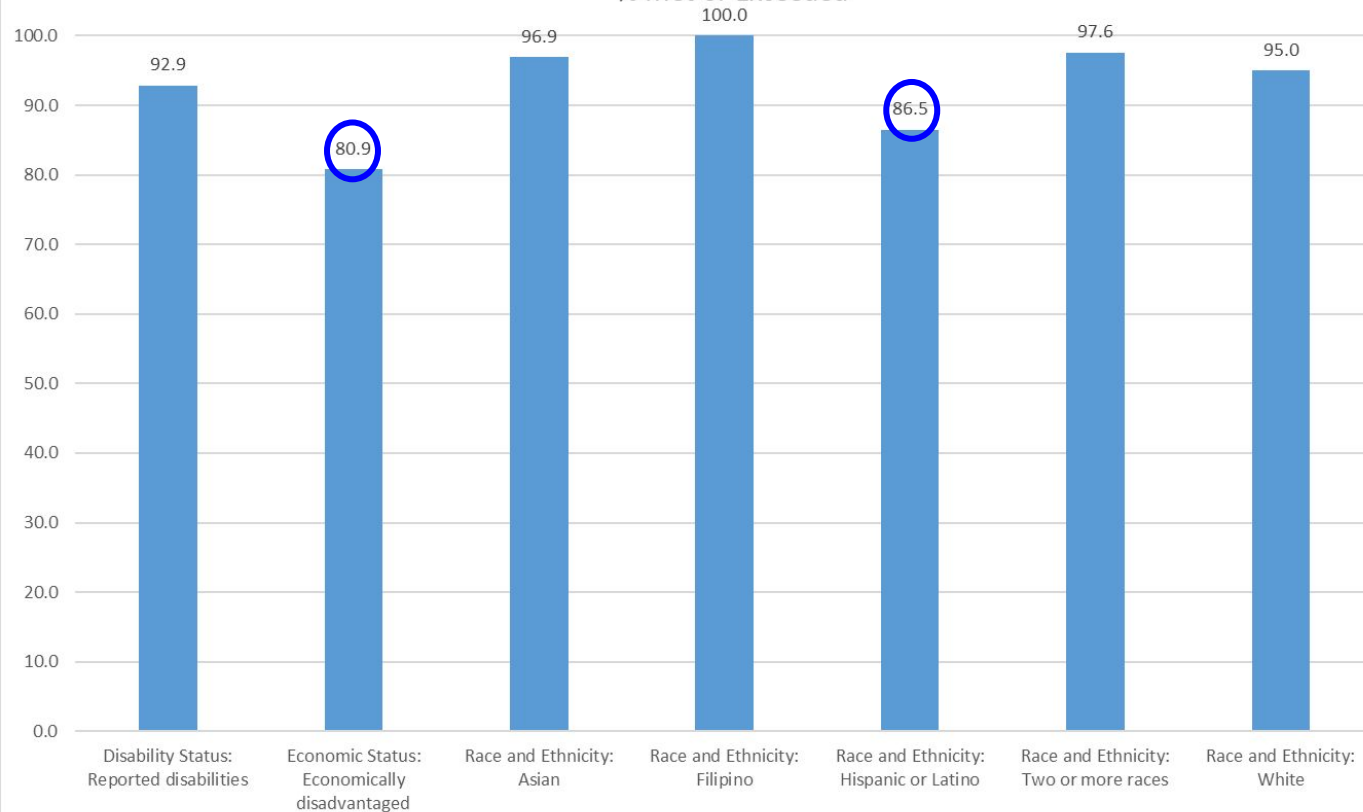


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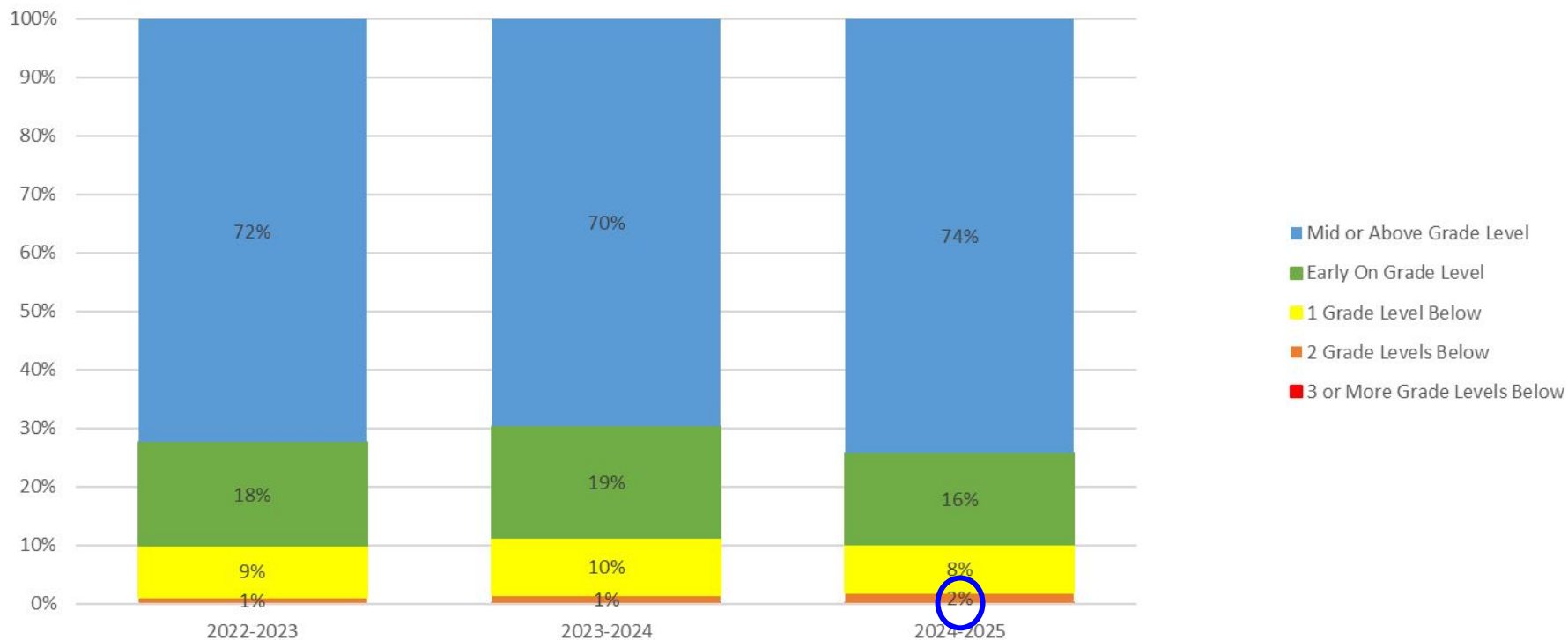
2024 SBAC ELA Comparison by Student Groups

% Met or Exceeded



* Student groups of less than 10 are not presented

I-Ready Reading - Fall Diagnostic Performance through the years



Yearly Comparison of SBAC Math Performance % Met or Exceeded

2017

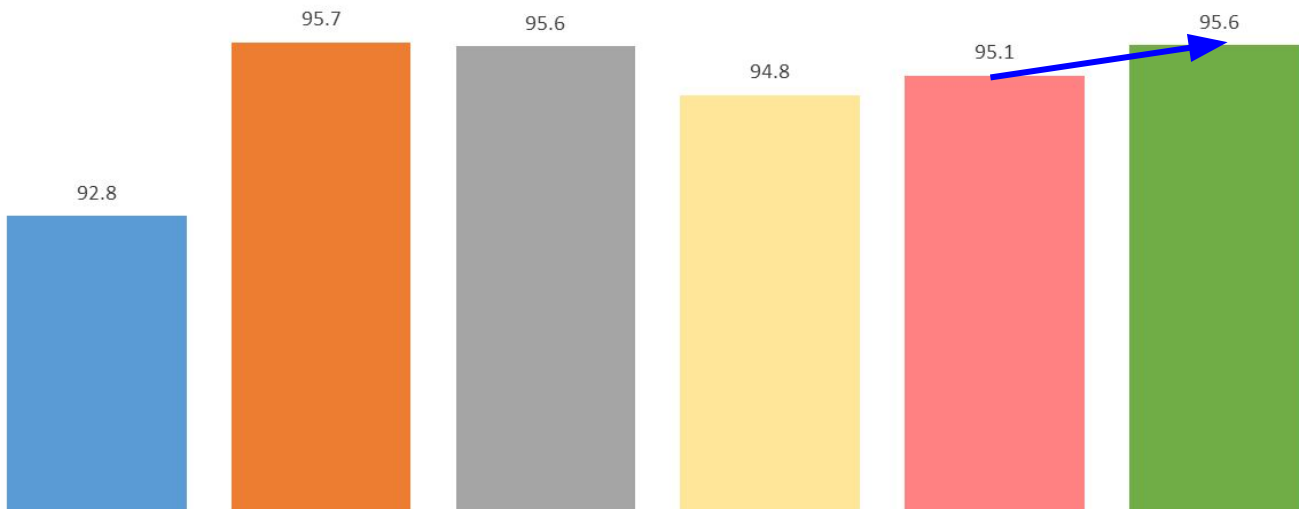
2018

2019

2022

2023

2024

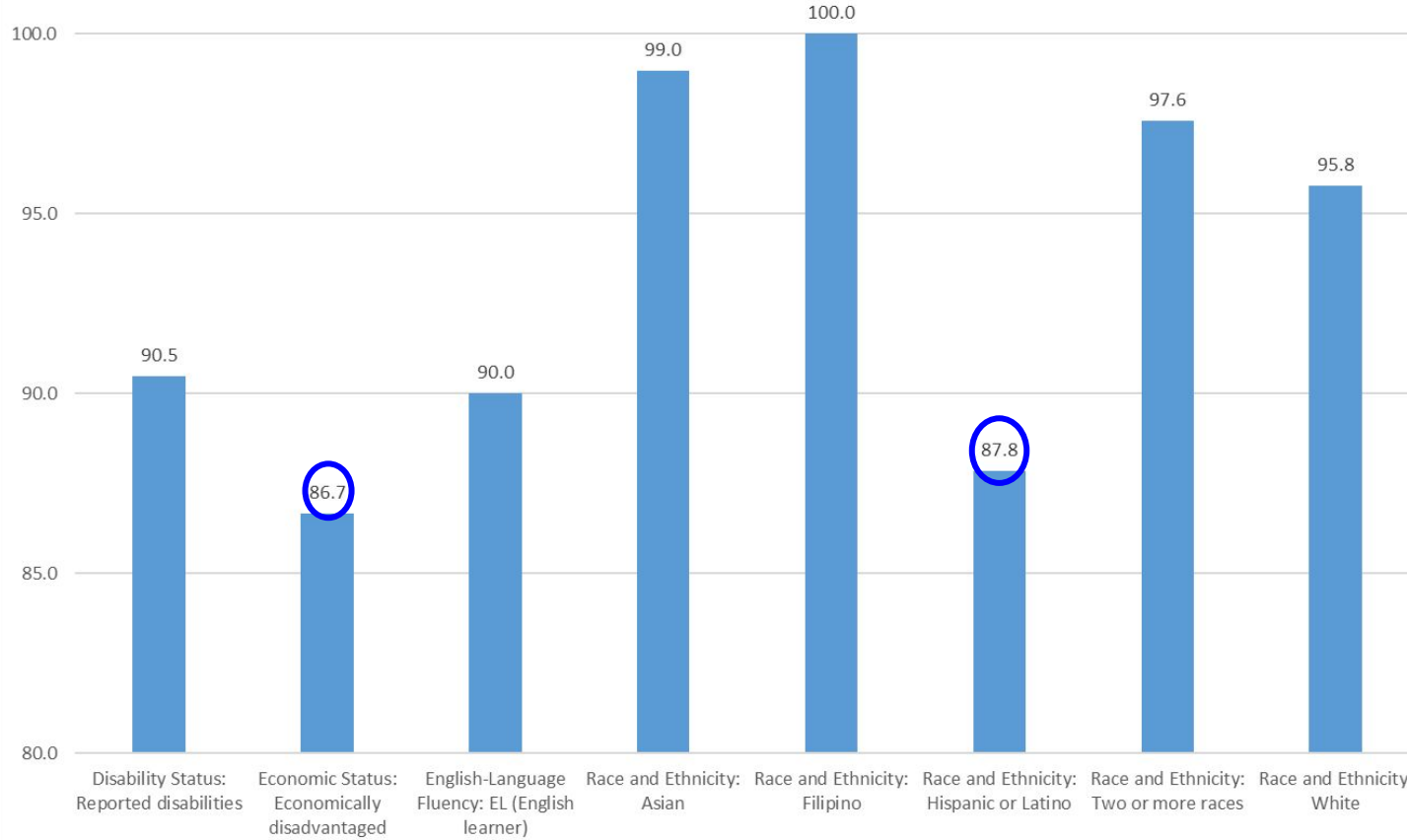


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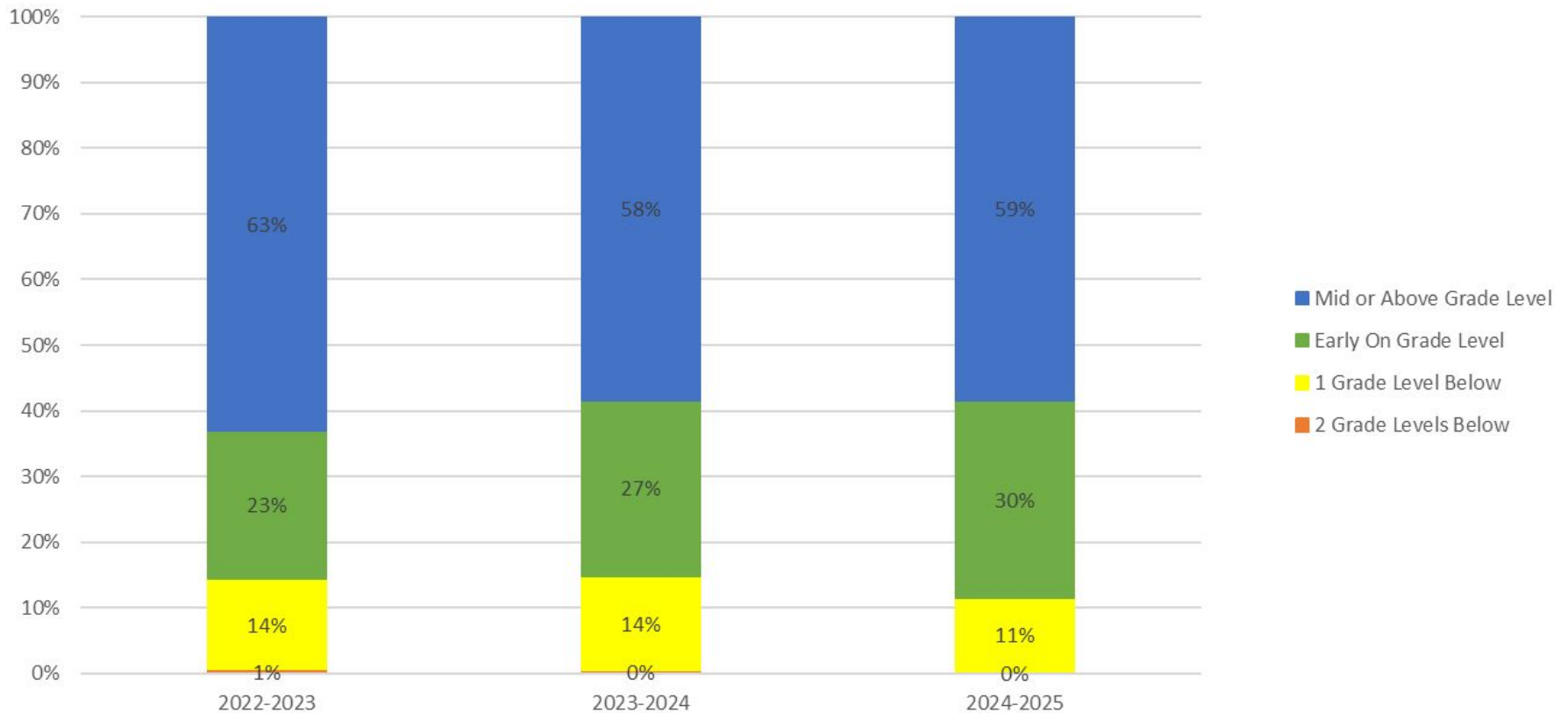
2024 SBAC Math Comparison by Student Groups

% Met or Exceeded



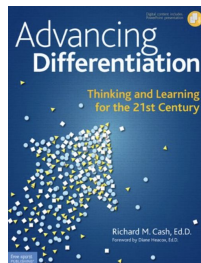
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I-Ready Math - Fall Diagnostic Performance through the years

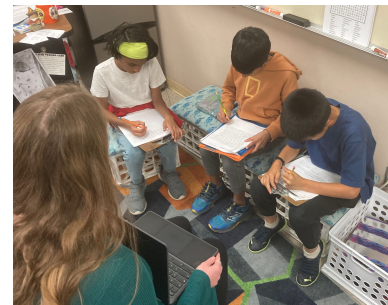


Action Items for 24-25

Data Professional Learning Communities (PLCs)	Staff Book Study	Professional Development	Instructional Strategy Focus
6-8 week inquiry cycles - Grade levels analyze assessment data to determine a goal - Create a plan for focused, small group, targeted instruction - Goal supported in all content classes - Weekly admin check-ins at grade level collaboration meeting	- All staff will read <i>Advancing Differentiation</i> - Admin led small group book clubs for staff to process and discuss the reading - Focused implementation of content as applicable (see Instructional Strategy Focus)	- Dr. Richard Cash - On-site PD 7 days - Whole staff, individual, and grade level - Focused on developing effective and high-quality lesson plans - Carolyn Williams - Individual teacher coaching - Supports teachers in ensuring consistent implementation and growth with instructional plans	- Staff inventory of instructional practices - Staff ranked their use, interest in, and willingness to host peer observations - Peer observations across grade level - Admin modeling instructional strategies in staff meetings and observing strategies in classrooms - Will integrate strategies gained from PD sessions and the book study into our practices



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Questions