



EST. 1997

NORTH STAR
ACADEMY

Board Presentation
May 13, 2026

LCAP GOAL #1

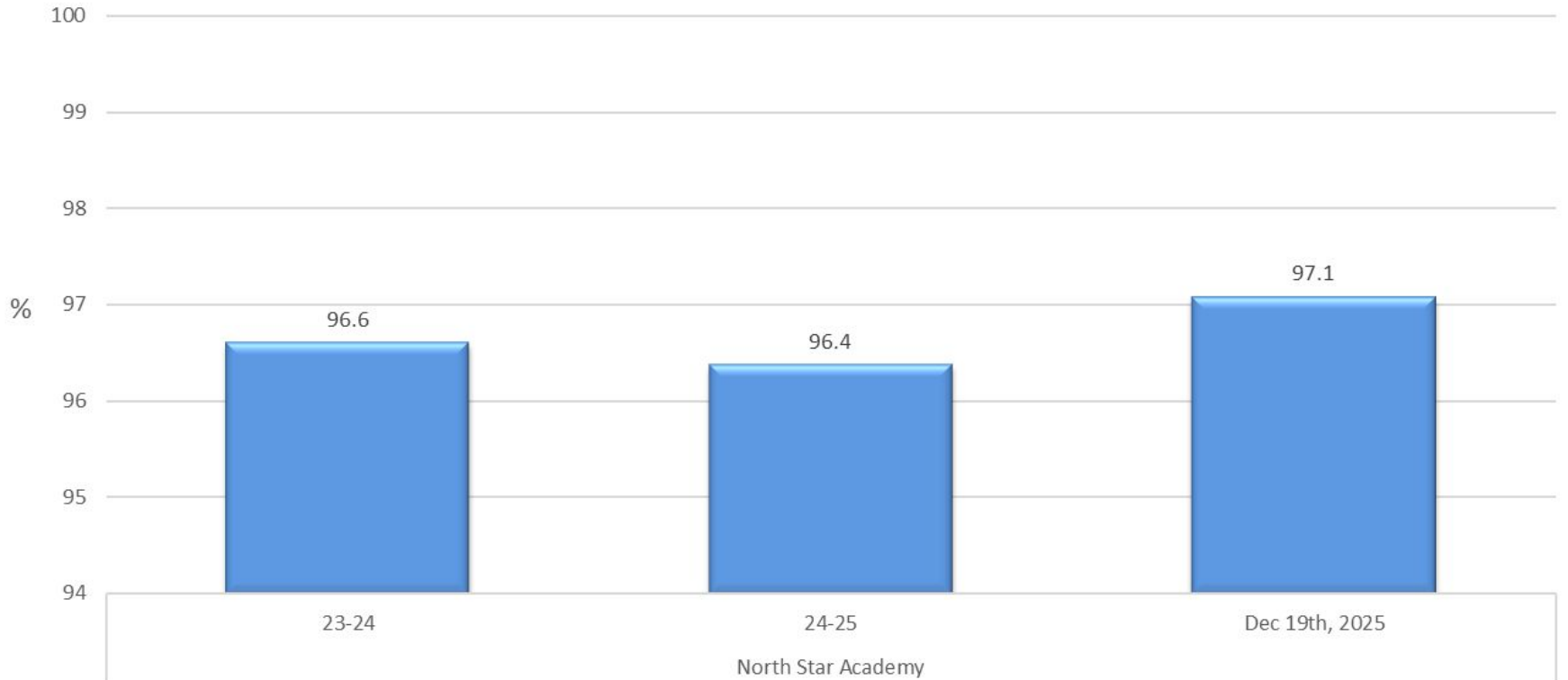
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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 Ford.

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.

Attendance Rate

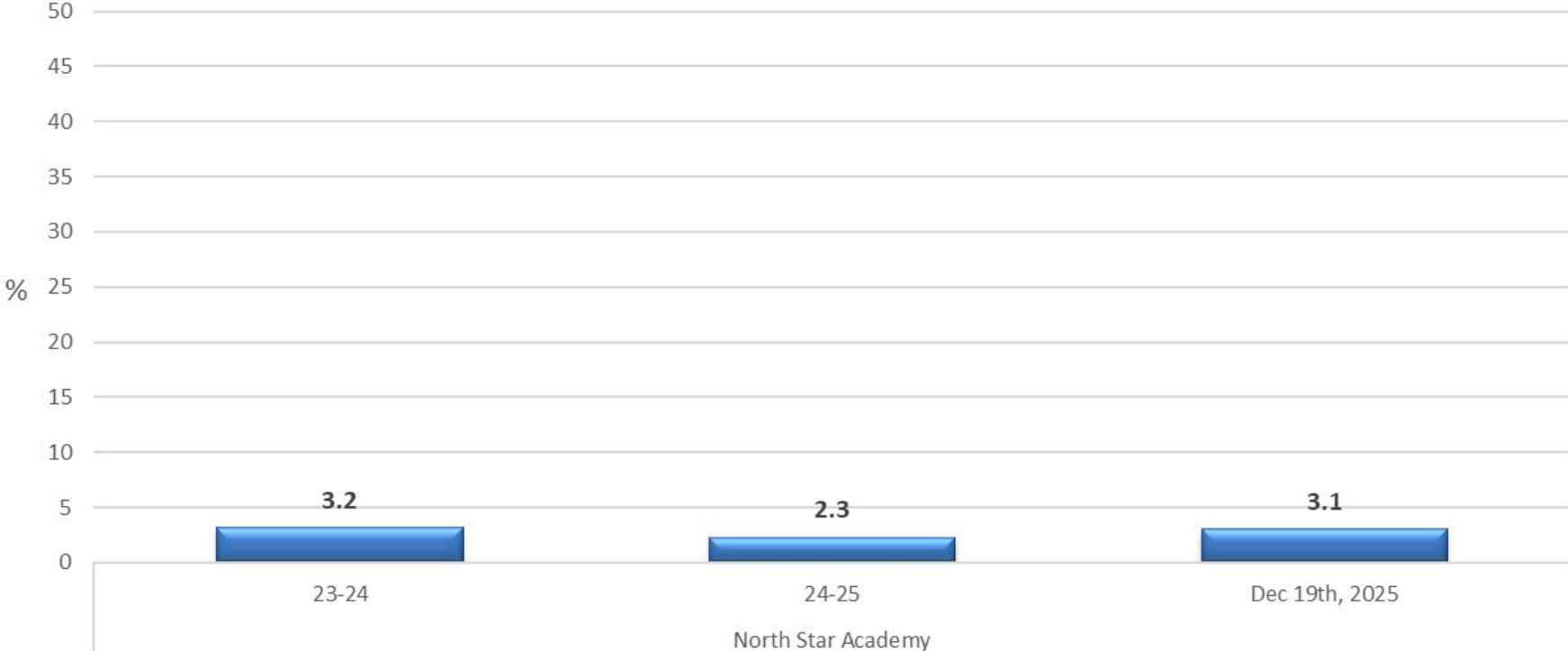


Attendance Rate

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	96.6%	98.6%	96.4%	98.4%	97.1%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
96.6%	-0.2	+0.7

Chronic Absenteeism Rate



Chronic Absenteeism

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	3.2%	0.2%	2.3%	0.0%	3.1%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
3.2%	-0.9	+0.8

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Suspension Rate <small>* Student groups of less than 10 are not presented</small>	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	0.2%	-0.3%	0.2%	0.0%	0.0%
		Social Economically Disadvantaged	Decrease	2.1%	1.6%	0.0%	0.0%	0.0%
		EL	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		Homeless	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		SWD	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	0.2%	0	0	Homeless	0%	0	0
SED	2.1%	-2.1	0	SWD	0%	0	0
EL	0%	0	0	LTEL			

California Healthy Kids Survey

Elementary Students (4th & 5th):

- Academic motivation: High levels reported, with the majority of students (typically 75–85% positive responses) indicating motivation to do well
- School connectedness / sense of belonging: Strong, with approximately 80%+ of students reporting feeling connected to school
- Caring adult relationships: Very strong, with 80–90% of students identifying supportive adults on campus
- Meaningful participation: High levels (70–80%) of students reporting opportunities to participate and engage
- Perceived safety: Strong, with 75–85% of students reporting feeling safe at school

Parents:

- School-to-home communication: Very strong, with 85–95% positive responses
- Parental involvement opportunities: High levels (80–90%)
- Student learning environment: Strong positive ratings (80–90%)
- Student motivation (parent perception): High (75–85%)
- School climate and safety: Positive overall (80–90%)

Middle School Students (6th-8th):

- School connectedness: High levels (70–80% favorable)
- Caring relationships with adults: Strong, with 75–85% positive responses
- High expectations from staff: High levels (75–85%)
- Academic motivation: Strong overall (70–80%)
- Meaningful participation: Moderate to strong (65–75%)
- Perceived safety: High levels (75–85%)
- Parental involvement (student perception): Positive (70–80%)

Growth Opportunities:

- Increasing meaningful student participation and voice
- Sustaining engagement, particularly in middle school
- Continuing to strengthen inclusive family engagement practices

Goal 1 Takeaways and Next Steps

Attendance Systems & Early Intervention

- Early August communication to families regarding “Excused” and “Unexcused” absence qualifications per California Education Code
- Bi-weekly attendance team meetings (MTSS TOSA, office staff, counselor, and administration) to identify students needing early outreach and intervention
- Prioritize early, proactive communication with families to address concerns and strengthen home-school partnerships
- Conduct frequent, individualized student check-ins to monitor attendance, provide support, and reinforce positive behaviors
- Create supportive classroom environments that allow students to return from illness or absence with minimal stress and a smooth transition back to learning
- Design and implement engaging, meaningful lessons that increase student interest, participation, and motivation to attend school consistently

Goal 1 Takeaways and Next Steps, continued

PBIS & Positive School Climate

- Implement PBIS practices to recognize scholarly habits, positive behavior, and contributions to the school community
- Provide monthly PBIS incentives to reinforce positive behavior, attendance, and student engagement
- Expand structured lunchtime activities beyond athletics

Restorative Practices & Behavioral Supports

- Utilize an individualized approach to behavior by breaking incidents into specific, teachable actions and identifying clear steps for improvement
- Engage students in reflective problem-solving
- Emphasize a restorative, learning-centered approach to repair harm
- Individualized student check-ins to monitor behavioral progress, and reinforce positive decision-making

Service Learning

- Promote service learning through the 8th grade capstone project and Day of Service to foster purpose, leadership, civic responsibility, and community involvement

Goal 1 Takeaways and Next Steps, continued

School Connectedness & Student Belonging

- Establish a schoolwide house system to strengthen students' sense of belonging
- Host schoolwide Gryphon Gatherings to celebrate student achievements and promote a connected and inclusive school culture
- Organize monthly house activities to build community, increase engagement, and encourage positive participation on campus
- Implement the Stop It reporting system
- Implement Sown To Grow weekly student check-ins to monitor mental health needs a
- Staff-wide goal of sending two positive postcards home per student annually

Arts & Enrichment

- Offer inclusive music classes accessible to all students,
- Provide a 6th period enrichment program that offers student choice in learning experiences, increasing engagement, ownership, and school connectedness
- Maintain a comprehensive theater program that includes: dramatic production and a musical performance

Clubs & Student Voice

- Provide a variety of lunchtime clubs (e.g., yoga, movie club, book club, animation, and student identity-based affinity spaces) to increase student connection, belonging, and voice
- Expand structured lunchtime activities beyond athletics

Goal 1 Takeaways and Next Steps, continued

Next Steps:

- All actions will continue for 2026-2027
- Strengthen the House System through cross-grade buddy structures to build connection and belonging
- Provide monthly House gatherings to foster community and student connectedness
- Deliver staff professional development on effective, student-centered behavior supports
- Partner with MIT to offer middle school enrichment opportunities that promote cross-campus collaboration

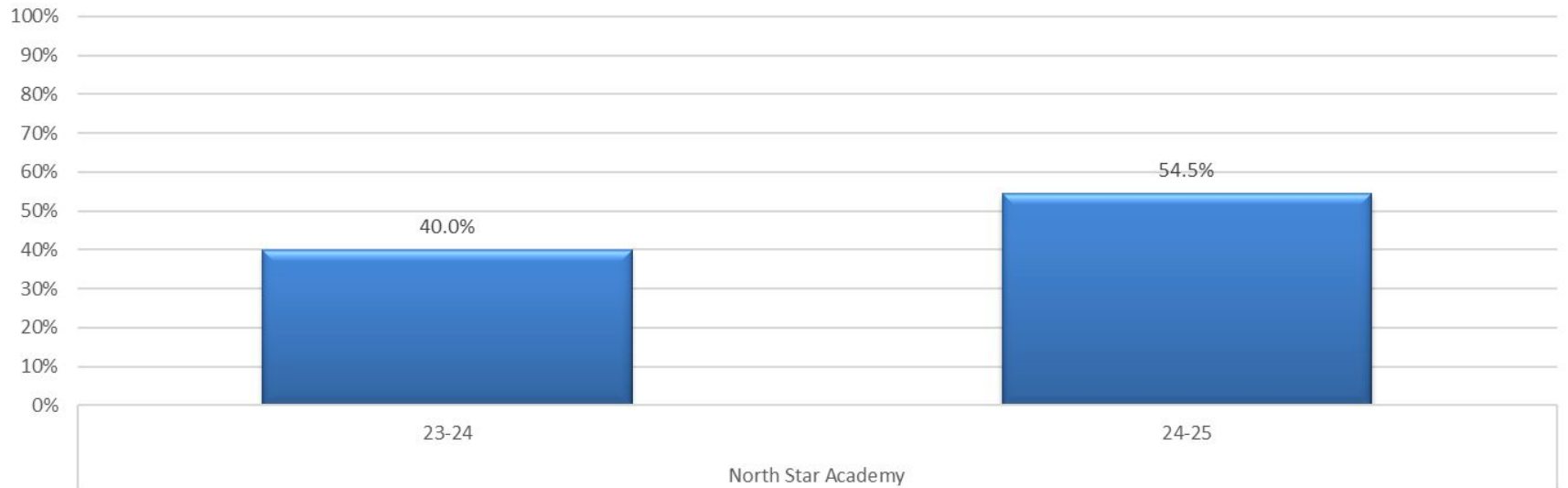
LCAP Goal #2

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.

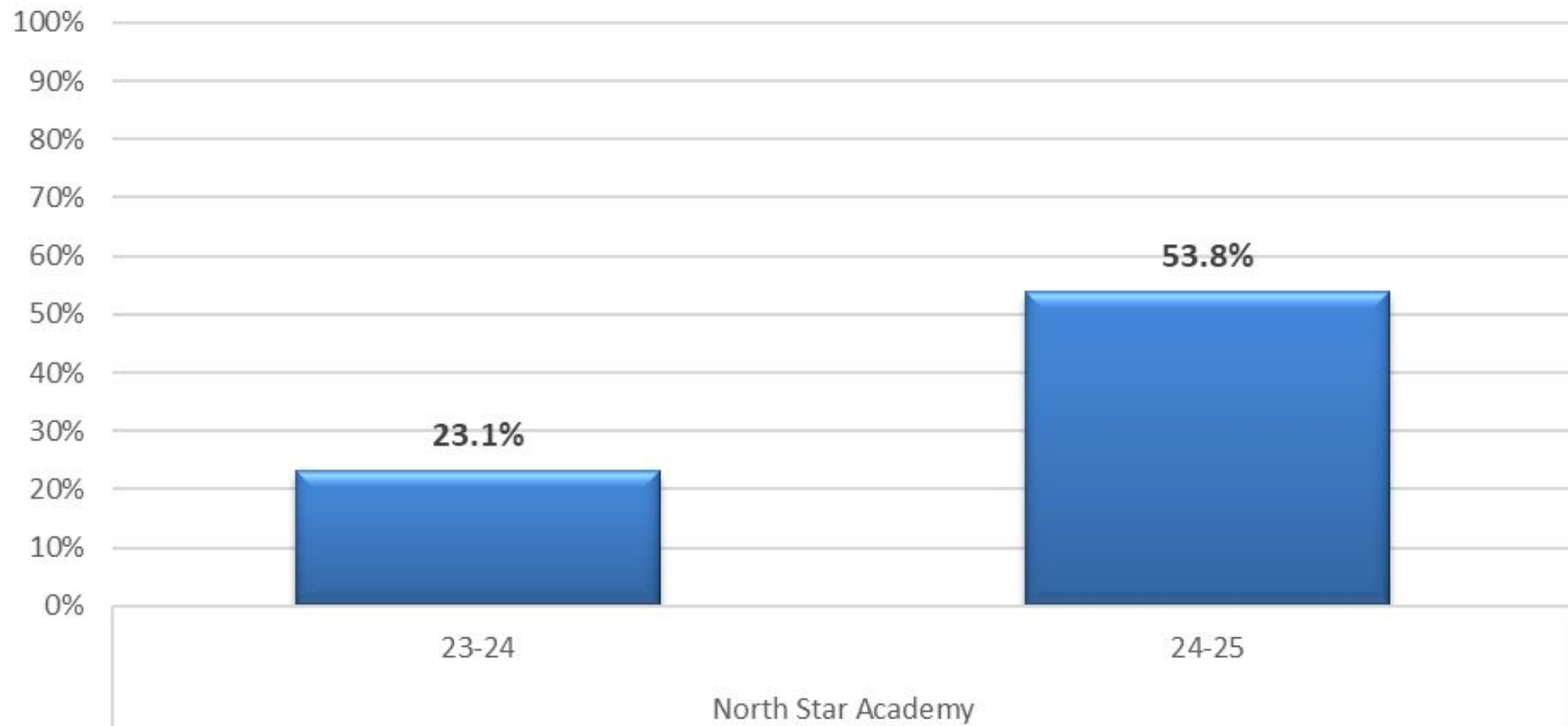
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



RFEP Rate



English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
ELPAC Level Progress	55% of EL students will increase at least 1 ELPAC level	EL students 2–8	Increase	40.0%	45.0%	54.50%	50.0%
Reclassification Rate	20%	ELs	Increase	23.1%		53.8%	

	Base	Year 1 difference
ELPAC Progress	40.0%	+14.5
Reclassification Rate	23.1%	-30.7
LTEL Rate		

Goal 2 Takeaways and Next Steps

- Deliver targeted small-group language development instruction embedded within the academic day
- Provide individualized, in-class support through a guest teacher to strengthen language acquisition and access to grade-level content
- Prioritize enrollment of multilingual learners in after-school homework clubs for additional academic support
- Analyze language development data at key intervals throughout the year to guide instructional decisions
- Develop and implement individualized growth plans led by the MTSS TOSA to accelerate progress
- Coordinate collaborative support across staff, with classroom teachers reinforcing key concepts and providing targeted one-on-one assistance to multilingual learners

Next Steps:

- All actions will continue for 2026-2027
- Connect earlier in the year with families to share data and reclassification process

LCAP Goal #3

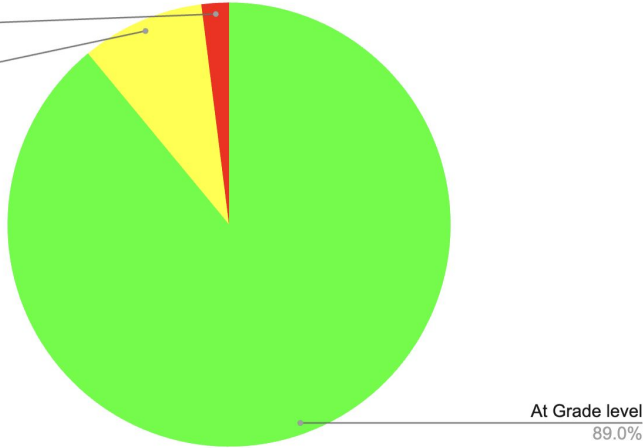
By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

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.

i-Ready ELA Overall

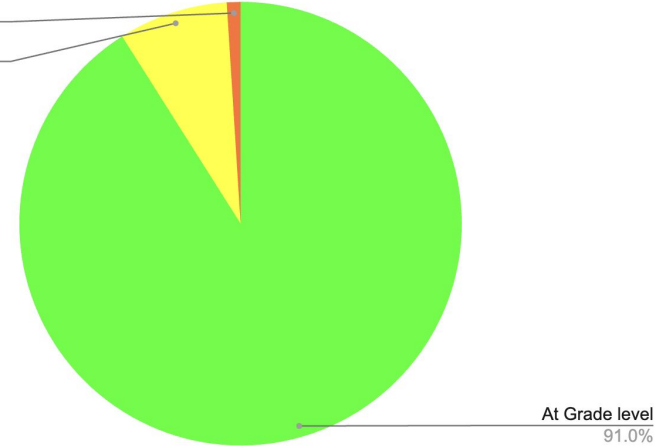
ELA NSA Fall 2025

2+ Years Below
2.0%
1 Year Below
9.0%



ELA NSA Winter 2026

2+ Years Below
1.0%
1 Year Below
8.0%



	Fall	Winter	Difference
At Grade Level	89%	91%	+2
1 Year Below	9.0%	8.0%	-1
2 + Year Below	2.0%	1%	-1

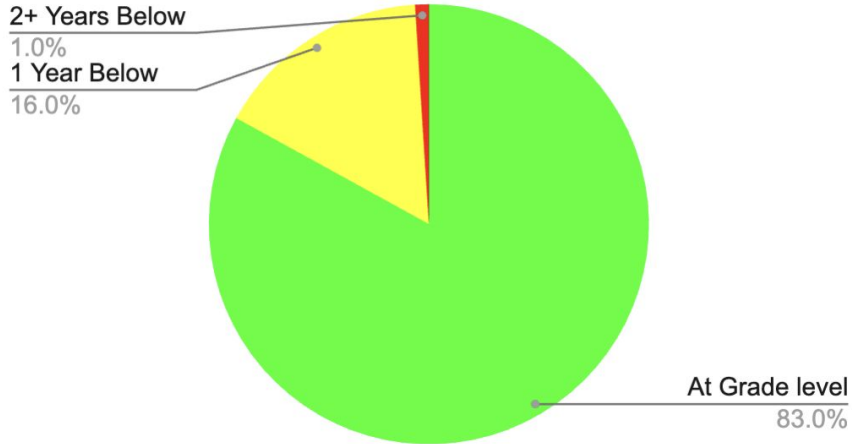
i-Ready ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Reading Expected Growth	4% increase each year	All students	Increase	61.2%	65.2%	51.8%	55.8%	56.5%

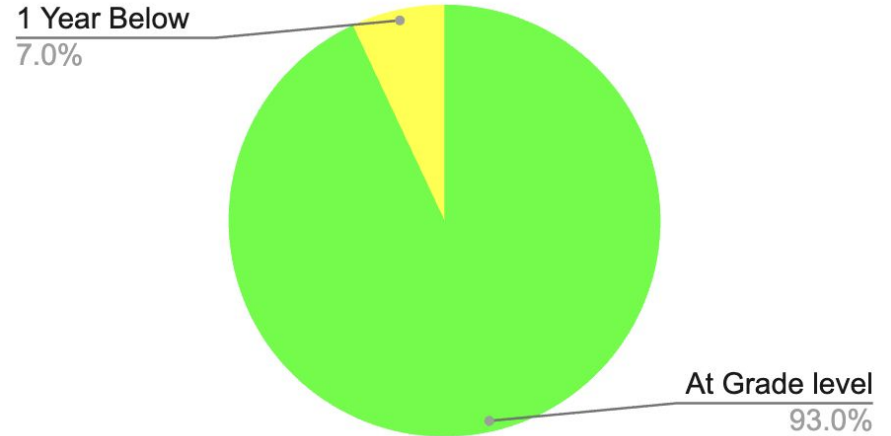
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
61.2%	-9.4	+4.7

i-Ready Math Overall

Math NSA Fall 2025



Math NSA Winter 2026



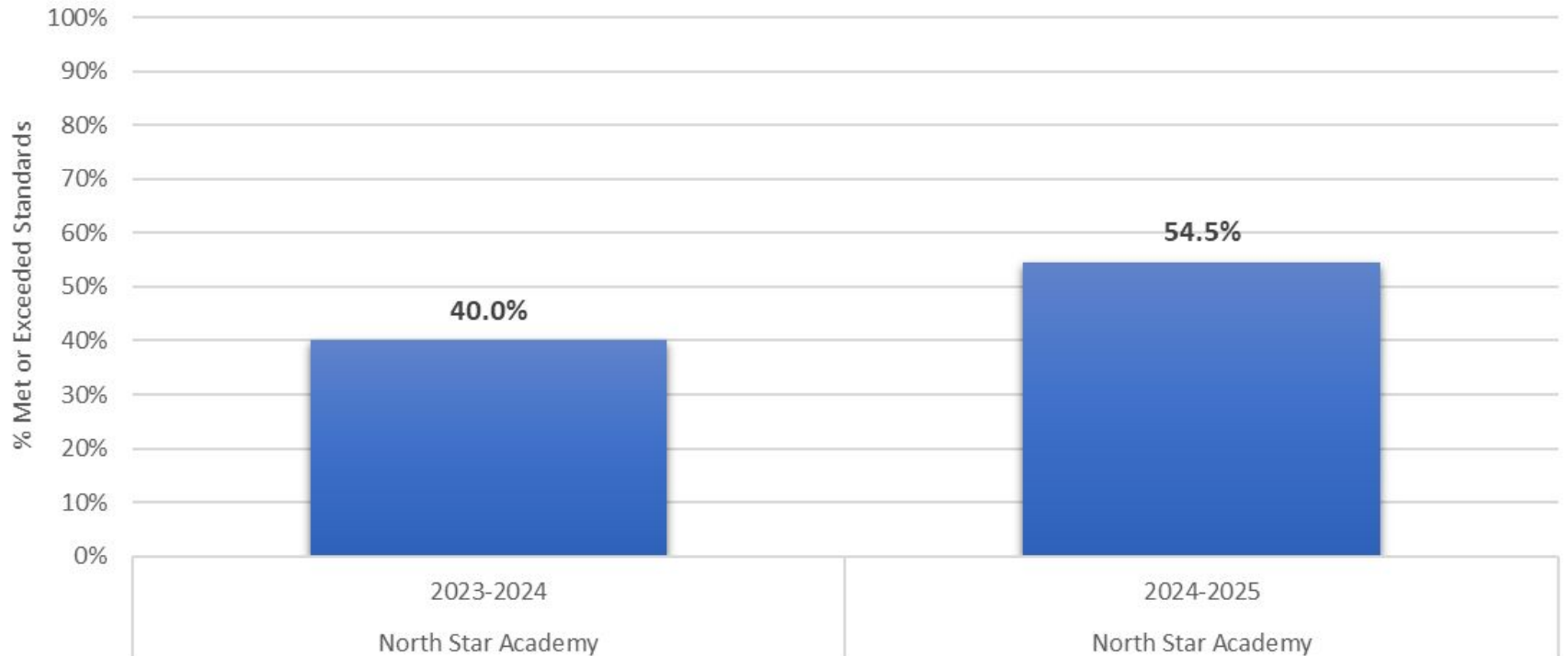
	Fall	Winter	Difference
At Grade Level	83%	93%	+10
1 Year Below	16%	7.0%	+9
2 + Year Below	1%	0%	-1

i-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Math Expected Growth	4% increase each year	All students	Increase	65.1%	69.1%	47.1%	51.1%	58.8%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
65.1%	-18	+11.7

English Learners ELA - Met or Exceeded Standards

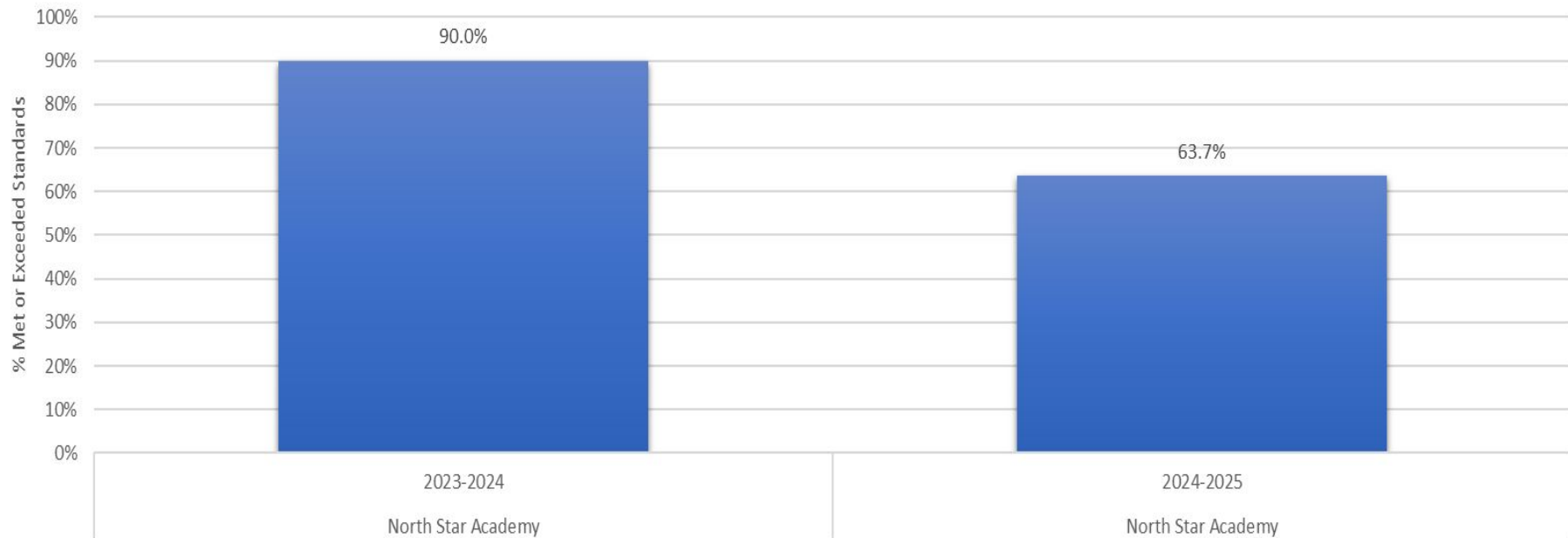


CAASPP ELA English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	40.0%		54.5%	

Base	Year 1 difference
40.0%	+14.5

English Learners Math - Met or Exceeded Starndards



CAASPP Math English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	90.0%		63.7%	

Base	Year 1 difference
90.0%	-26.3

Goal 3 Takeaways and Next Steps

Professional Development and Coaching

- Provide targeted professional development including seven whole-staff sessions and seven days of on-site collaboration
- Provide ongoing real-time coaching through Instructional Coach
- Leverage peer observations through guest teacher coverage

Collaboration and Professional Learning Communities (PLCs)

- Strengthen department and grade-level collaboration to ensure alignment of instructional practices, balanced workload expectations, and consistent student outcomes.
- Protect and prioritize weekly common planning time
- Participate in math department PLC
- Collaborate with the Staff Development Math Team to strengthen implementation of the Imagine Math curriculum.

Student Support and MTSS

- Ensure inclusive instructional practices through ongoing collaboration among general education teachers, the Resource Specialist, the MTSS TOSA, and the Instructional Coach to support students with IEPs and 504 plans.
- Implement targeted MTSS intervention groups in reading, literacy, and mathematics
- Expand after-school homework centers

Goal 3 Takeaways and Next Steps, continued

Learner Awareness and Student Agency

- Integrate learner-awareness practices that support students and staff in identifying learning styles, leveraging strengths, and building metacognitive skills.

Instruction and Academic Rigor

- Design and implement instruction that promotes deep thinking, problem-solving, and meaningful application of knowledge
- Implement compacted curriculum pacing by reducing time spent on review and increasing opportunities for students to apply, analyze, and transfer learning.
- Maintain a schoolwide focus on scholarly habits
- Expand service-learning opportunities that connect academic content to real-world applications and foster student contribution to the school and community.

Next Steps:

- All actions will continue for 2026-2027
- Incorporate tuning protocol into staff meetings monthly for peer feedback on upcoming lessons
- Whole-staff book study to strengthen instructional practices that support student engagement and self-regulation

Questions? Thank you!