Local Control Accountability Plan

Advisory Committee

December 4, 2024



Welcome

Thank you for joining us today!

Granite Bay High School

Today's Agenda

1. Review our work from November
2. What is the Dashboard?
3. Continue to Review Metrics for Goal 1 and 2
4. Review progress on LCAP actions
5. Provide input on progress towards LCAP Goals and Actions 1 and 2
6. Next Steps for Next Meeting

Why We Are Here

- Funding for school districts changed in 2013-14
  - Allows for greater flexibility over spending and programs
  - Greater transparency and target for students with greater needs
  - Align revenue to the needs of the local context
- District must create a 3 year plan and annually update the plan (LCAP)
- District must show growth in 8 State Priorities
- District must engage the community and solicit feedback



Process and Outcomes



Community Meetings This Year:

- Analyze Student Performance Data
- Reflect on Current Goals, Actions, Services
- Represent Perspectives of Educational Partners
- Provide Essential Input About RJUHSD
- Discuss Parent, Staff Surveys, and Student Feedback (Spring)
- Make Recommendations on Future Actions and Services

Who is the LCAP For?

- English Learners
- Socioeconomically Disadvantaged
- Foster Youth
- Homeless



How RJUHSD's Three Broad Goals Align with the 8 CA State Priorities

Goal 1: RJUHSD students will be college, career, and life-ready.	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Goal 2: Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
Goal 3: Expand support for students and increase parent involvement.	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

Group Norms

- **Be Curious, Open, and Respectful:** Listen attentively and seek to understand
- **Take Space/Make Space**: If you are usually quiet, challenge yourself to take more space, and if you usually talk a lot be mindful and leave room for quieter voices
- **Be Aware of Time:** Stay on Topic



November 2024: A Data Dive Recap

Each team received data for the following indicators for Goal 2:

- **CAASPP Data: ELA, Math, & Science**

Groups reviewed the data and discussed

1. Strengths
2. Areas for Growth
3. Implications (*What might this imply about our current programs*)
4. Other Data Needed (*Is there additional information that we need in order to understand this better?*)

Now, let's build on what we started!

December 2024: LCAP Goal 1 and 2 Metrics and Progress Towards Goals

Goal 1: RJUHSD students will be college, career, and life-ready.
Goal 2: Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.

Overview of the Dashboard

California School
DASHBOARD

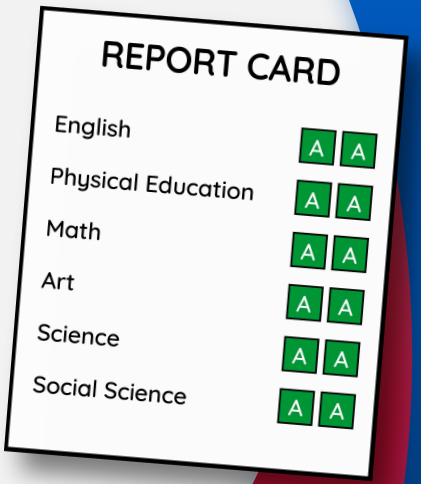





Why is the California School Dashboard Important?

The Dashboard is like a report card for schools and school districts.

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies schools and districts that may need extra support
- Focuses attention on 8 State Priorities (10 for County Offices of Education)
- Informs annual budget and strategic planning processes



Where Do the Data Come From?



EOY 3

Testing Vendor



EOY 3



Testing Vendor



Cohort



EOY 3



EOY 1

Cohort

CALPADS Data from the 2023-24 School Year

Testing Vendor data from Spring 2024

What Information does the Dashboard Include?

- State Indicators
- Local Indicators
- Enrollment Information



Dashboard Metrics by State Priority

1. Basic Services and Conditions at School	2. Implementation of State Academic Standards	3. Parent Engagement
Local Indicator	Local Indicator	Local Indicator
4. Student Achievement	**5. Pupil Engagement**	**6. School Climate**
Academic Performance English Learner Progress	Graduation Rate Chronic Absenteeism	Local Indicator & Suspension Rate
7. Access to Broad Course of Study	**8. Outcomes in a Broad Course of Study**	
Local Indicator	College and Career Readiness	

Dashboard State Indicators

- Academic Indicators
- English Learner Progress Indicator (ELPI)
- Chronic Absenteeism Indicator (Doesn't apply to HS)
- Graduation Rate Indicator
- Suspension Rate Indicator
- College / Career Indicator (CCI)
- Science

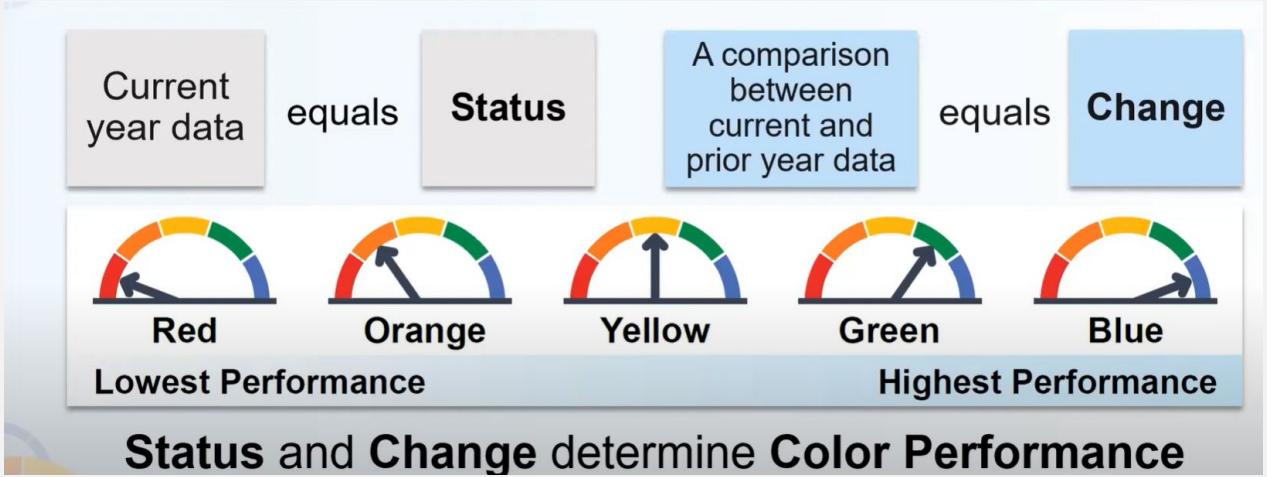
Today we covered CCI Indicator (Goal 1), Graduation Rate (Goal 2), and ELPI (Goal 1 and 2)

Status and Change

For State measures, performance is based on two factors:

Status: current year results

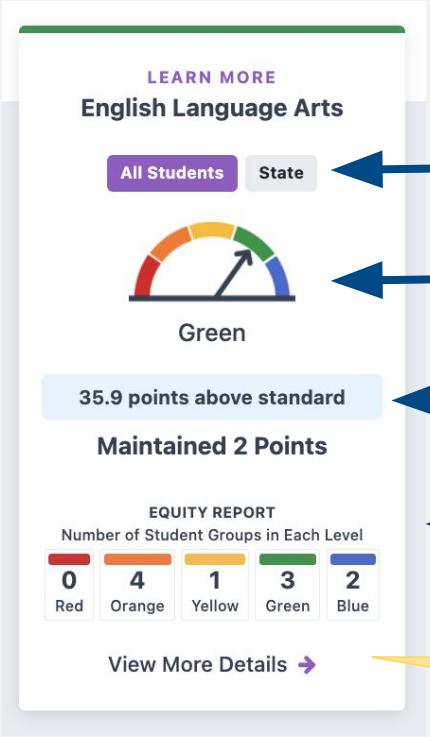
Change: whether results improved from the prior year



Five Performance Levels (Colors)



Identifying Data Linked to Each Tile



Whether school or district level, compare to the state Performance Level

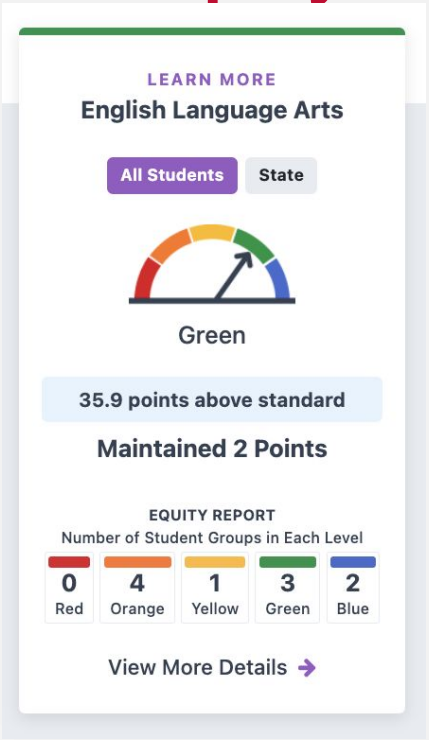
Visual depiction of Performance Level

Status for All Students

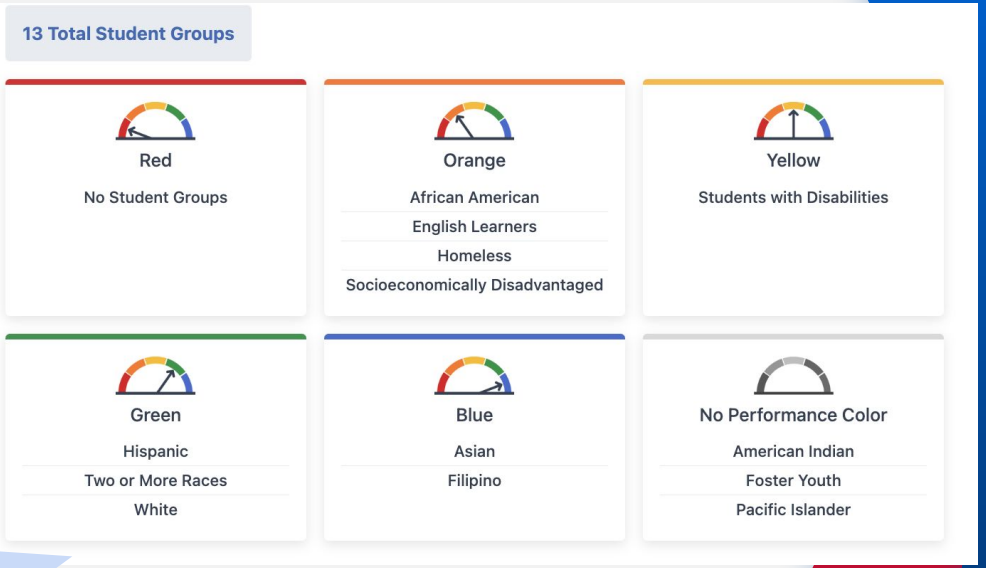
At the district or school level, view performance for each student group

Let's go here!

The Equity Report



WHY is the **Equity Report** important? At a quick glance, disparities between All Students and other student groups may be visualized.



The Dashboard

- For the 2024 Dashboard, schools and districts receive one of five performance levels for each eligible state measure. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.
- No color when you have fewer than 30 students. The colors are greyed out ("no performance color").
- **Red = low**. **Blue = Highest**.



Additional Reports Dashboard

Each LEA and school receives a rating based on the current results (status) and how the results changed from the previous year (change) using a five-by-five matrix.

Change – Whether results improved from the prior year

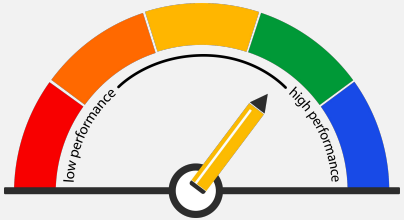
Status – Current year results

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	Blue	Blue
High in Current Year	Orange	Yellow	Green	**Green**	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Yellow	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

How will the State Indicators be scored?

Chronic Absenteeism Indicator

Performance Level	Increased Significantly from Prior Year (by 3.1 p.pts or more)	Increased from Prior Year (by 0.5 p.pts to 3.0 p.pts)	Maintained from Prior Year (declined or increased by 0.4 p.pts or fewer)	Declined from Prior Year (by 0.5 p.pts to 2.9 p.pts)	Declined Significantly from Prior Year (by 3.0 p.pts or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low 2.6% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 5.1% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High 10.1% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 20.1% or greater in Current Year	Red	Red	Red	Orange	Yellow



In this example, Chronic Absenteeism dropped from 9% to 8%. The current score is at the medium performance level, and the 1% drop is an improvement, so the color indicator is green.

Dashboard

- If you want to explore the Dashboard click HERE

Data Dive

Goals 1 and 2 LCAP Metrics

LCAP METRICS: Goal 1

College and Career Readiness

- % of EL who are LTELs (1.1)
- % Students Earning Seal of Biliteracy (1.2)
- % Students taking IB/AP/DE & Earning a C or Better (1.3-1.8
- % of Students Completing CTE Pathway (1.9)
- % of Students Enrolled in CTE-Non Completer (1.10)
- A-G Completion Rate (1.11)

LCAP METRICS: Goal 1 con't

College and Career Readiness

- % Students College and Career Readiness Indicator (1.12)
- # of IB Courses Offered at GBHS and OHS (1.13)
- # of AP Courses Offered at all HS (1.14)
- # of DE Courses Offered at all HS (1.15)
- % Students Accessed CTE Internships (1.16)

College / Career Indicator (CCI): Goal 1

The % of high school graduates that LEA's prepare for college / career. The indicator designed to encourage high schools to provide all students with a rigorous broad course of student that prepares them for postsecondary success. The following measures have been approved by the State Board of Education.



- AP Exam
- A-G completion
- CTE
- DE enrollment
- IB exam
- Leadership / Military Science Registered
- SBAC
- State Seal of Biliteracy

California School DASHBOARD

College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

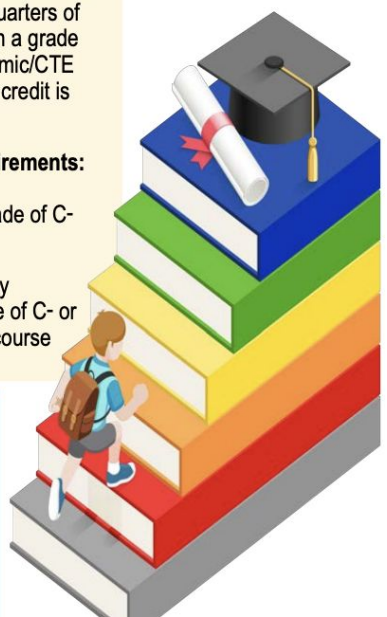
- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

NOT PREPARED

Did not meet any of the measures or did not graduate.

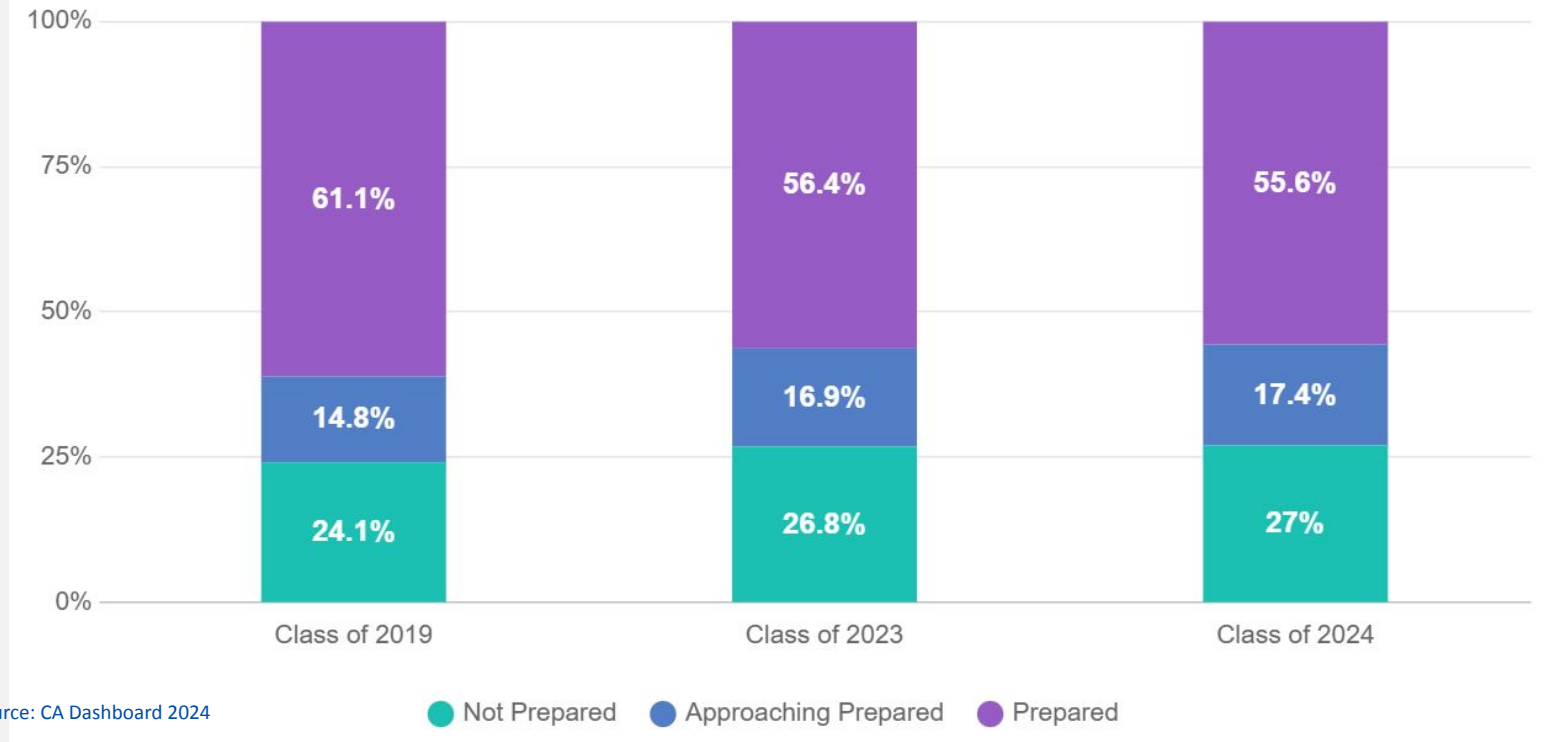


Criteria Key

- Assessment
- Coursework

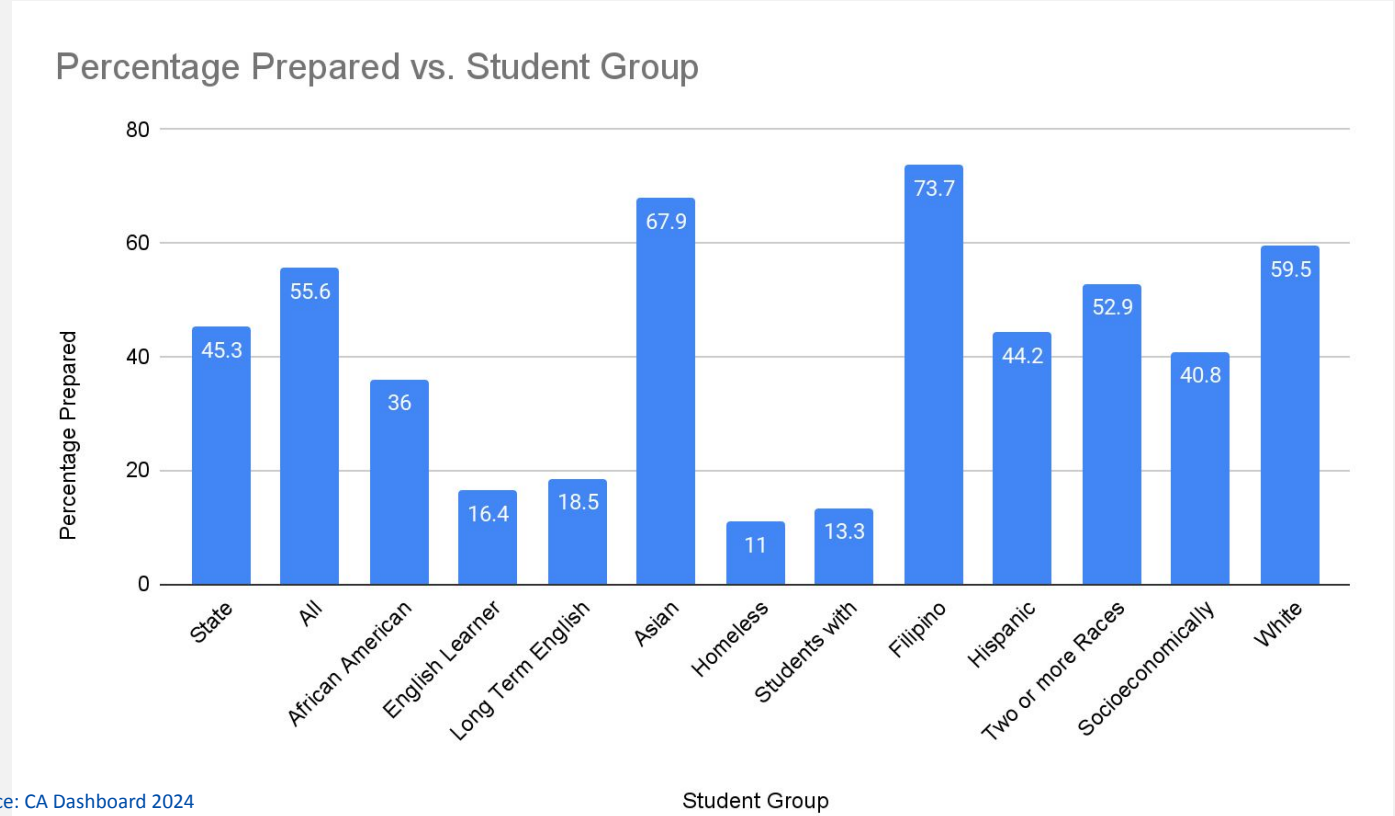
CCI Indicator: Goal 1 Districtwide

The percentage of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared



Data Source: CA Dashboard 2024

Percentage of High School Graduates who are Prepared - Spring 2024



Data Source: CA Dashboard 2024

CCI Indicator 2024: Goal 1 Districtwide

Color	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Blue		Filipino	White	Hispanic Two or more Races SED	
Green			All Students		
Yellow		Asian	All Students (State)	Homeless SWD	
Orange		AA	EL LTEL		
Red					

Data Source: CA Dashboard 2024

Reflections: Goal 1 Metrics

- Review District Level Data Trends.
- Complete Opportunities, Success, and Wonderings Protocol
- Be prepared to share 1 or 2 highlights with the whole group

LCAP METRICS: Goal 2

Student Achievement

- CAASPP: SBAC ELA & MATH (2.1, 2.2)
- % Student Taking Higher Math Courses (2.3)
- Graduation Rate (2.4)
- Reclassification Rate (2.5)
- CA Science Test (CAST) (2.6)
- % Approp. Assigned Teachers (2.7)

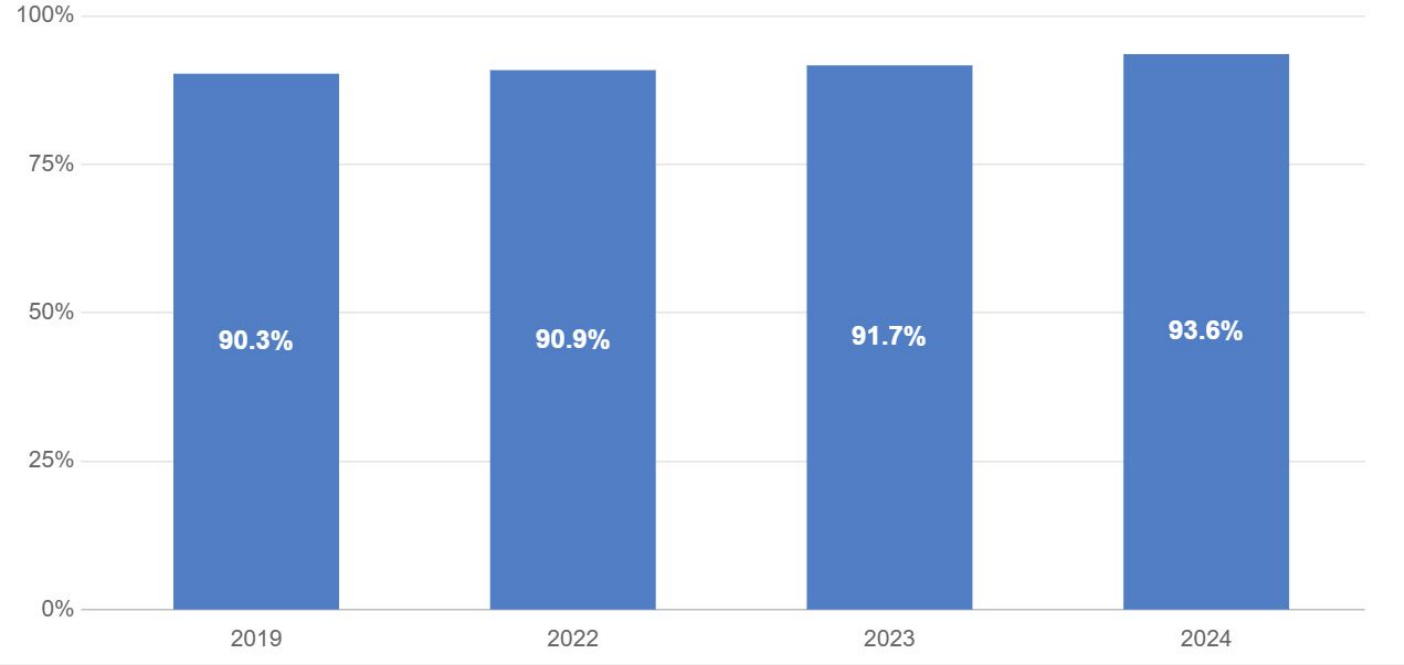
Graduation Rate: Goal 2



On the California School Dashboard (Dashboard), comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools receive a combined four- and five-year graduation rate for the Graduation Rate Indicator. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2023–24.

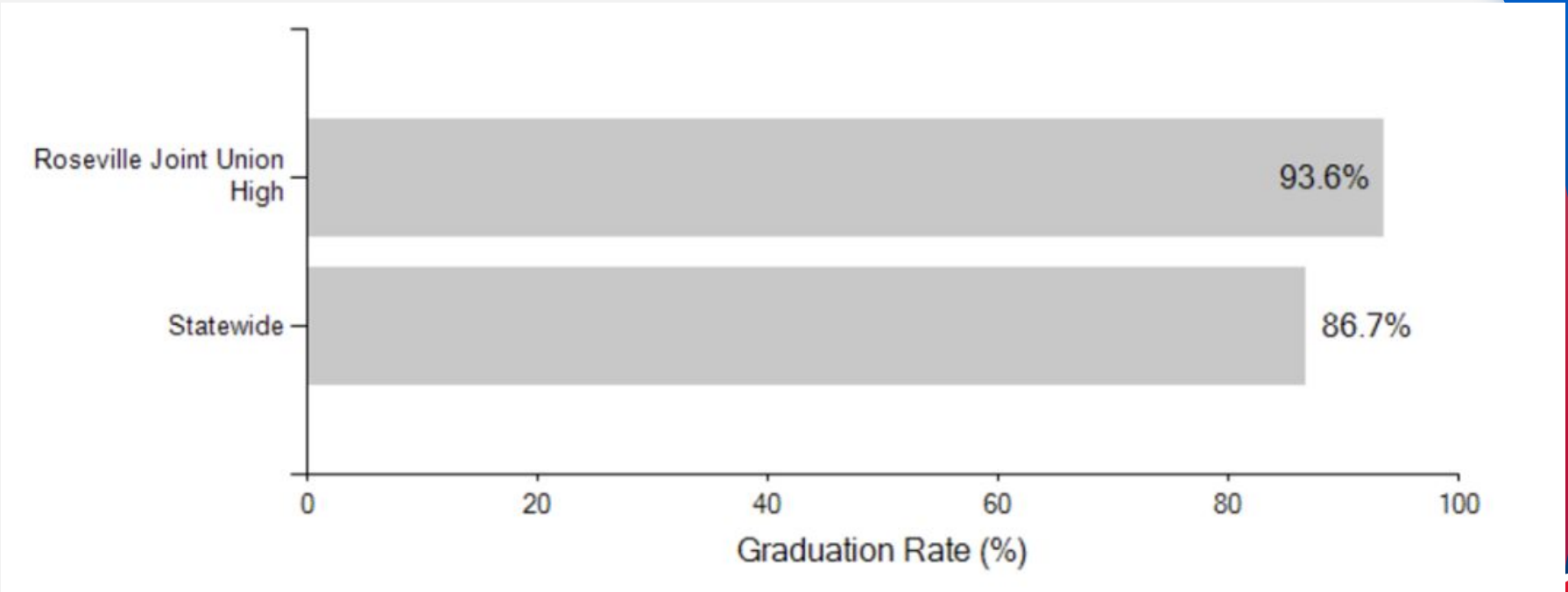
Graduation Rate by Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade



Data Source: CA Dashboard 2024

District Graduation Rate Compared to State



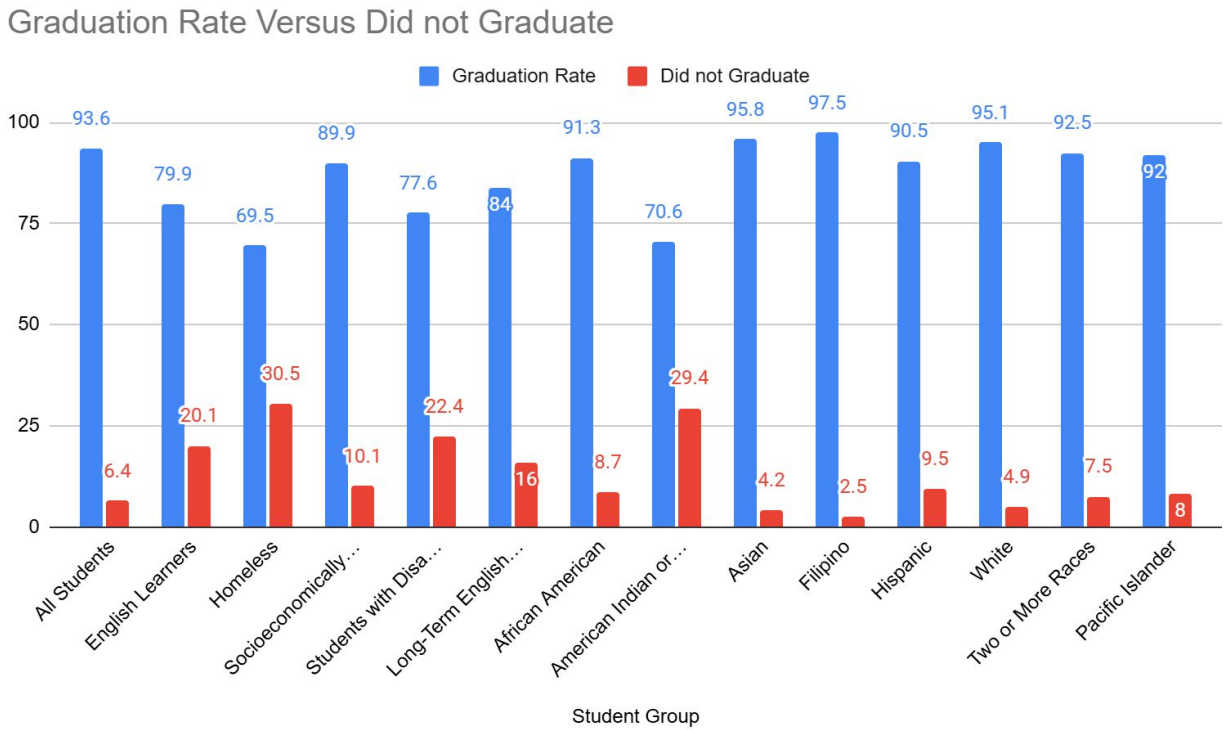
Data Source: CA Dashboard 2024

2023-24 Four-Year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma	Graduates Receiving a Local Requirements Exemption
Adelante High (Continuation)	88	63	71.6%	0	0	1	5
Antelope High	472	451	95.6%	299	51	159	0
Granite Bay High	480	464	96.7%	346	148	151	0
Independence High (Alternative)	127	101	79.5%	25	0	10	0
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*
Oakmont High	299	277	92.6%	195	111	135	0
Roseville High	432	399	92.4%	277	58	153	0
West Park High	354	344	97.2%	255	106	166	0
Woodcreek High	451	432	95.8%	258	29	122	0

Data Source: DataQuest Additional Reports

5 Year Graduation Rate



This is the breakdown of the graduation rate for the current year. The graduation rate is used to determine the performance level (color) in the Dashboard.

Data Source: CA Dashboard 2024

Graduation Rate: Goal 2 Districtwide

Color	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Blue			Asian Filipino	Hispanic White	
Green				All Students AA LTEL Two or more Races SED	
Yellow			All Students (State)	EL Students Homeless SWD	
Orange					
Red					

Reflections: Goal 1 and 2 Metrics

- Review District Level Data Trends.
- Complete Opportunities, Success, and Wonderings Protocol
- Be prepared to share 1 or 2 highlights with the whole group

Next Steps

1. Review our Goal 2 Progress towards Goals and Actions
2. Student Engagement Forums will have started. (November - WHS; December - WPHS)

Linking LCAP Goals to Actions: Goal 2

2.1	Instructional Capacity Building:
2.2	Explicit Language Strategies
2.3	Professional Development and Supports in Core Contents (Math, ELA, Science)
2.4	Targeted Intervention and Academic Support
2.5	Co-Taught Learning Support
2.6	Academic Supports and Services for Unduplicated Students
2.7	Enhance Guidance Services
2.8	Senior Credit Recovery Program

LCAP Goals and Actions - Progress

Action	Description
Instructional Capacity	Through various PD opportunities, sites have offered additional training in high-impact strategies for instruction, Building thinking classroom and language development.
Explicit Language Strategies	Through the support of our TOSA team, teachers in various departments have learned and began to implement various strategies including: laminated sentences frame resources, laminated root words with visual aids for a interactive word wall, BTC activities for modeling language models, the three-interval collaborative conversations strategy, vocabulary scaffolded templates with visual aids, connections to background knowledge, and sentence frames, visual aids for direct instruction, and the Stronger and Clearer protocol for collaborative conversations, processes for academic conversations and explicitly taught vocabulary development
Professional Development and Supports in Core Contents (Math, ELA, Science)	English, Math and Science lead teams met for a day of assessment evaluation. Current measurements of student achievement were analyzed and conversations on selecting and implementing IABs for these subjects tanspired. Math selected intereims to administer in the fall and spring; Science agreed on an IAB to administer in the spring. English has not yet decided on an interim.

LCAP Goals and Actions - Progress

Action	Description
Targeted Intervention and Academic Support	• Ed Services runs an online CR program open to all school sites, serving over 1000 students per year, and almost 2000 students in summer. • AnHS, OHS, and Pathways offer embedded credit recovery (CR) courses during the school day, providing targeted academic interventions. • Math Tutoring: Each site was allocated $$$ to develop a math tutoring program. Diagnostic assessments & grades were used to identify students & invite them to tutoring before/after school
Co-Taught Learning Support	Co-Teaching in IM1 & 2, Eng 9 & 10, and Bio 45 Co-Teaching Teams district wide TOSA dedicated to supporting Co-Teaching Pass rate of students in co-taught classes is comparable to students in non co-taught classes
Academic Supports and Services for Unduplicated Students	• Increased attendance support for truant students. Assistant Principals utilizing updated district attendance handbook and FACE Liaisons taking advantage of community and county resources to help support daily attendance at school. • Transportation barriers are identified to ensure students get to school. • Community of Care with support services creating a

Connecting the Dot

Reflection on Goal 2 Metrics and Progress Towards Goal

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Green	Yellow	Yellow	Green
English Learners	Orange	N/A	Green	Yellow	Red	Orange	Orange
Long-Term English Learners	Orange	N/A	Red	Green	Red	Red	Orange
Foster Youth	N/A	N/A	Red	--	--	--	--
Homeless	N/A	N/A	Orange	Yellow	--	--	Yellow
Socioeconomically Disadvantaged	N/A	N/A	Green	Green	Orange	Yellow	Green
Students with Disabilities	N/A	N/A	Red	Yellow	Red	Red	Yellow
African American	N/A	N/A	Red	Green	Orange	Orange	Orange
American Indian or Alaska Native	N/A	N/A	Green	--	--	--	--
Asian	N/A	N/A	Green	Blue	Green	Green	Yellow
Filipino	N/A	N/A	Green	Blue	Green	Yellow	Green
Hispanic	N/A	N/A	Green	Blue	Orange	Yellow	Green
Native Hawaiian or Pacific Islander	N/A	N/A	Yellow	--	--	--	--
White	N/A	N/A	Green	Blue	Yellow	Yellow	Green
Two or More Races	N/A	N/A	Green	Green	Yellow	Orange	Green

Next Steps

1. Review our Goal 1 Progress towards Goals and Actions
2. Part 2 Metrics: Data Review of Goal 1 and 3
3. Student Engagement Forums have started (November - WHS; December - WPHS)

REMINDERS

Next Meeting:

LCAP Advisory Committee Meeting

January 15, 2025
5:00 p.m.
Woodcreek High School Library
Dinner will be served.

Feedback Form

Feedback Form



THANK YOU!

Feedback Form

CCI Indicator: Goal 1 by Site

Color	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Blue			Granite Bay High School		
Green			Oakmont High School	Antelope High School	
Yellow		West Park High School	Roseville High School		
Orange			Woodcreek High School and Independence High School		
Red					

Isabel Slides

Percent of EL students who are Long-Term English Learners

Percentage of Students Earning the Seal of Biliteracy upon Graduation

Reclassification Rate

Percent of EL students who are reclassified

English Learner Progress

Goal 1 and 2 Metrics

LCAP METRICS: Goal 1

College and Career Readiness

- % of EL who are LTELs (1.1)
- % Students Earning Seal of Biliteracy (1.2)
- % Students taking IB/AP/DE & Earning a C or Better (1.3-1.8
- % of Students Completing CTE Pathway (1.9)
- % of Students Enrolled in CTE-Non Completer (1.10)
- A-G Completion Rate (1.11)

LCAP METRICS: Goal 2

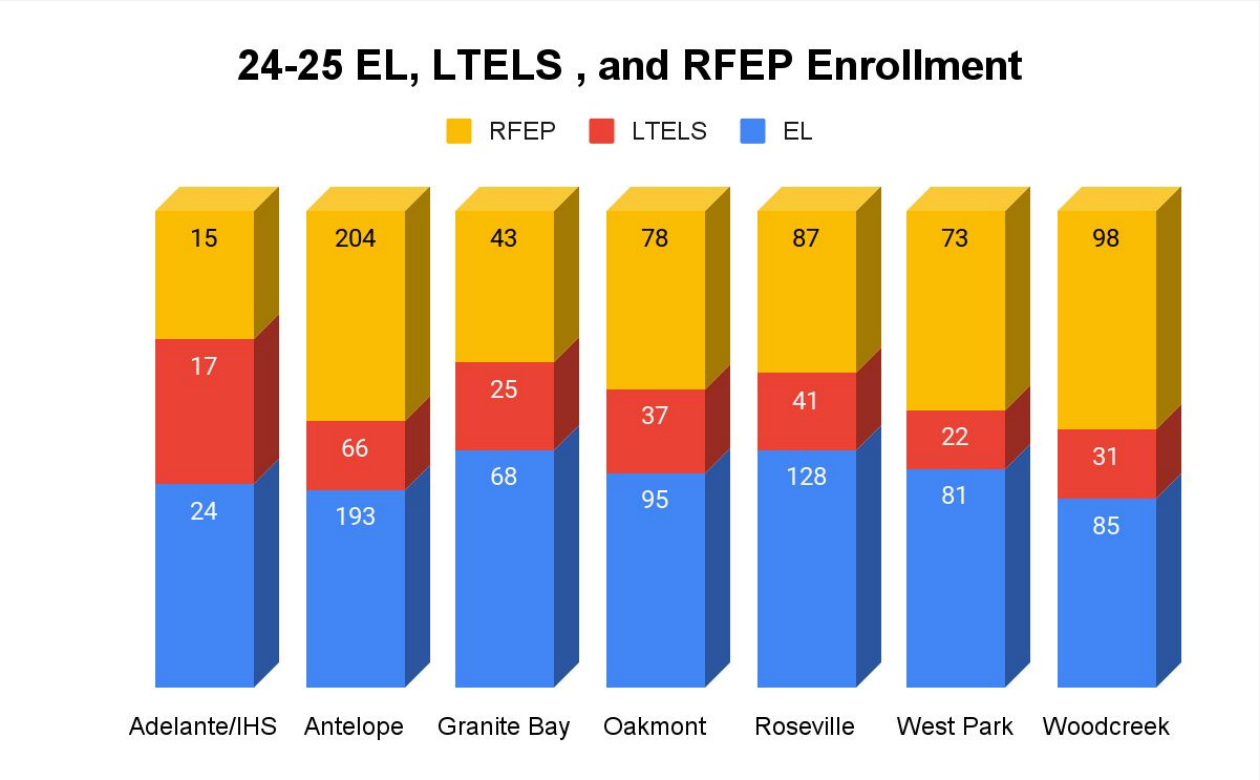
Student Achievement

- CAASPP: SBAC ELA & MATH (2.1, 2.2)
- % Student Taking Higher Math Courses (2.3)
- Graduation Rate (2.4)
- Reclassification Rate (2.5)
- CA Science Test (CAST) (2.6)
- % Approp. Assigned Teachers (2.7)

English Learner Dashboard Indicator

- 675 EL- English Learner Students
  - 240 LTEL - Long Term EL (approx 36%)
- 598 RFEP - Reclassified English Proficient
  - Met all RJUHSD Reclassification Criteria
    - ELPAC, GPA 2.0, CAASPP/DCA, and Parent Input

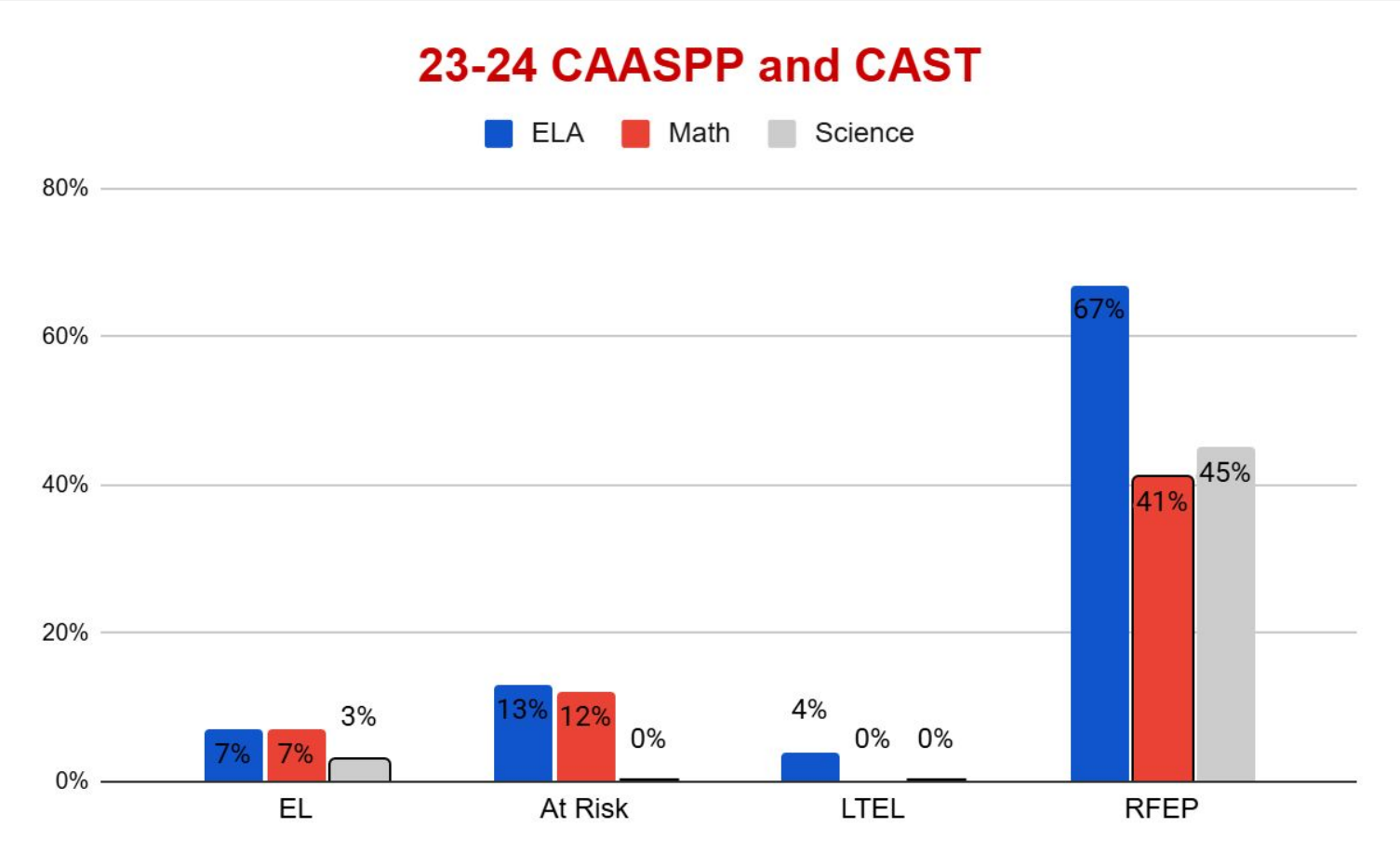
EL, LTEL, RFEP Enrollment by Site



LTEL %

AdHS/IHS - 71%
AnHS - 34%
GBHS - 37%
OHS - 39%
RHS - 32%
WPHS - 27%
WHS - 36%

EL, LTEL, & RFEP Academic Performance



Data Source: CA Dashboard 2024

Reflections: Goal 1 and 2 Metrics

- Review District Level Data Trends.
- Complete Opportunities, Success, and Wonderings Protocol
- Be prepared to share 1 or 2 highlights with the whole group

Dashboard Use

- Promote Continuous Improvement for Student Groups.
- A District's "Report Card."

Where does the data for the Dashboard come from?

- California Longitudinal Pupil Achievement Data System (CALPADS) data collections and CALPADS Operational Data Store (ODS)
- Annual assessments
- Additional student-level data submissions

Five By Five Tables

Performance Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow