Local Control Accountability Plan

Advisory Committee

March 19, 2025

Welcome

Thank you for joining us today!

West Park High School

Today's Agenda

1. Review Metrics for Goal 3
2. Review progress on LCAP actions
3. Provide input on progress towards LCAP Goal 3 and Actions
4. 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



January 2025: A Data Dive Recap

Now, let's build on what we started!

We reviewed the following:

- **Connect Goal 1 and 2 metrics to the Actions**
- **Draft Mid-year**
- **Analyzed site data and provided input for LCAP 25-26 Actions.**

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?*)

March 2025: LCAP Goal 3 Metrics and Progress Towards Goals

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)

Data Dive

Goal 3 LCAP Metrics

Actions

3.1 - Strategy, Communication, Community Partnerships and Outreach

3.2 - Supportive and Healthy Culture

3.3 - Supportive and Safe School Culture

3.4 - Parent Engagement

3.5 - Data Systems

3.6 - Language Translation Services



LCAP METRICS: Goal 3

Expand Support for Students and Increase Parent Involvement

- Suspension Rates (3.1)
- Expulsion Rates (3.2)
- Rate of Student Connection (3.3)
- Rate of Student Perceptions on School Safety (3.4)
- Rate of Parent Perceptions on School Safety (3.5)
- Chronic Absenteeism (3.6)

LCAP METRICS: Goal 3 con't

Expand Support for Students and Increase Parent Involvement

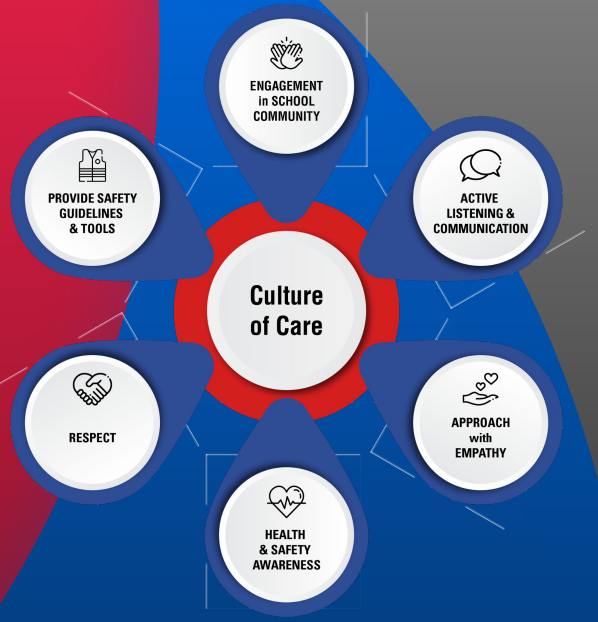
Rate of Parent Perceptions on a sense of feeling welcomed, adequately informed of post secondary options for their child, as well as their child being prepared (3.7)

Number of students participating in co-curricular opportunities (3.8)

Student Athletic Participation Data (3.9)

Connecting the Dots

Reflection on Goal 3 Metrics and Progress Towards Goal



Suspension Rate

All Students | State



Green

3.9% suspended at least one day

Declined 0.6%

EQUITY REPORT

Number of Student Groups in Each Color

4	1	1	8	0
Red	Orange	Yellow	Green	Blue

Student Group	Suspension Rate
All Students	Green
English Learners	Green
Long-Term English Learners	Red
Foster Youth	Red
Homeless	Orange
Socioeconomically Disadvantaged	Green
Students with Disabilities	Red
African American	Red
American Indian or Alaska Native	Green
Asian	Green
Filipino	Green
Hispanic	Green
Native Hawaiian or Pacific Islander	Yellow
White	Green
Two or More Races	Green

District Student Groups in Orange & Yellow

Homeless

Student Group | State



Orange

13.5% suspended at least one day

Declined 1.9%

Number of Students: 244

Pacific Islander

Student Group | State



Yellow

5.8% suspended at least one day

Maintained 0.1%

Number of Students: 104

District Student Groups in Red

African American

Student Group | State



Red

9.7% suspended at least one day

Increased 1.7%

Number of Students: 474

Foster Youth

Student Group | State



Red

20.7% suspended at least one day

Increased 4%

Number of Students: 29

Long-Term English Learners

Student Group | State



Red

9.3% suspended at least one day

Maintained -0.4%

Number of Students: 300

Students with Disabilities

Student Group | State



Red

9.9% suspended at least one day

Maintained 0.2%

Number of Students: 921

3.1 Suspension/3.2 Expulsion Actions

- PAUSE protocol
- Ed Code updates
- Norming of discipline practices
- Regular data review
- Intervention practices
- Development of Other Means of Correction (OMC)
  - Other Means of Correction Handout
- Parent communication
- Documentation Norms
- Collaborative practices

Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
8	0	1	3	3	1

LEVEL	INCREASED SIGNIFICANTLY	INCREASED	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
VERY LOW (HIGHEST STATUS)	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue ▪ Independence High (Alternative)
LOW	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM	Orange (None)	Orange ▪ Antelope High	Yellow ▪ Oakmont High ▪ West Park High	Green **Roseville Joint Union High (District Placement)** ▪ Granite Bay High ▪ Roseville High ▪ Woodcreek High	Green (None)
HIGH	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ Adelante High (Continuation)
VERY HIGH (LOWEST STATUS)	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Site Data Dive Directions:

1. Use your site discipline data sheet
2. Assign notetaker and timekeeper
3. Discuss questions; notetaker fills out the LCAP Goal 3 Feedback Form. One form collected per group (15 min)
4. Move to the reflection poster and all members use post-its to add to the feedback table (15 min)

District School Safety Perceptions (3.4/3.5)

		Baseline (Feb 2024)	Feb 2025
Student Perception	I feel safe at school	3.88	3.95
Parent Perception	My child is safe at school	3.95	3.96
Parent Perception	There is adequate supervision during school	3.72	3.73
Parent Perception	There is adequate supervision before and after school	3.56	3.56

1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

School Safety Perceptions (3.4/3.5)

Standard Response Protocol

CatapultEMS

Campus Monitor

School Resource Officers

BTAM

County Partnerships

Parent Safety Forums



Keep it Coming!

If you have any questions/concerns or additional feedback to share, please connect with us!

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- Judy Fischer, Executive Director
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- Julie Winkel, Director
  - jwinkel@rjuhsd.us

Next Steps

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

REMINDERS

Next Meeting:

LCAP Advisory Committee Meeting

Dinner will be served.

Feedback Form

Feedback Form



THANK YOU!

Feedback Form