



EST. 1951

ROOSEVELT
ELEMENTARY SCHOOL

Board Presentation

Dashboard Status 2022-2023 data

Comprehensive Support and Improvement (CSI)
Status for 2023-2024

Red Indicators for:

- **Mathematics & English Language Arts** overall and **all Student Groups**: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- **Suspension Rates**: Hispanic and Socioeconomically Disadvantaged

Dashboard Status for 2023-2024 Data

Status unknown at this time for 2024-2025

Red Indicators for:

- **English Language Arts** overall and **subgroups**: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- **Math subgroups**: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- **Chronic absenteeism**: English learners

Dashboard Status 2023-24 data

Gains:

- Math overall in yellow
- English learner progress in yellow (no subgroups in red or orange)
- Chronic absenteeism overall in orange
- Suspension rate in yellow (no subgroups in red or orange)

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.

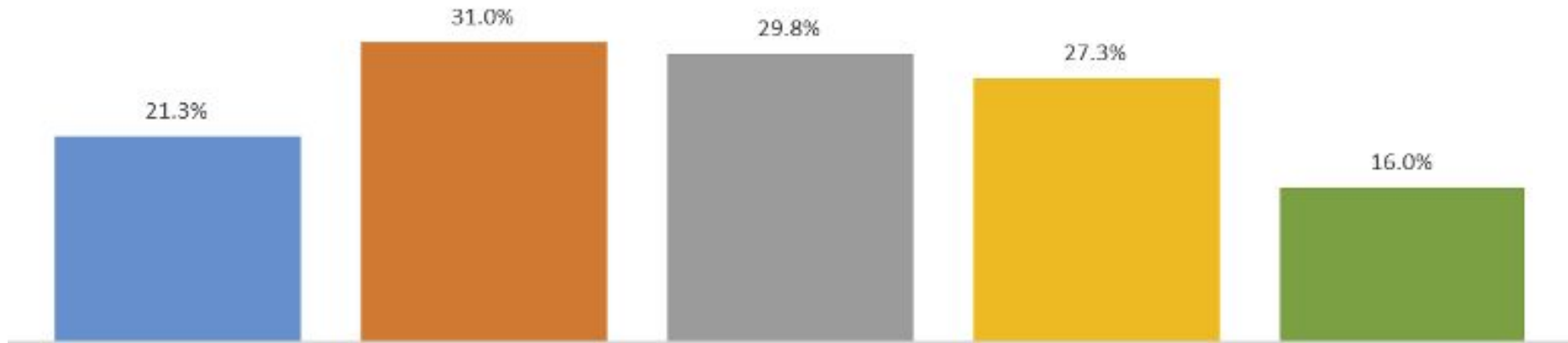
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford and Henry Ford.

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

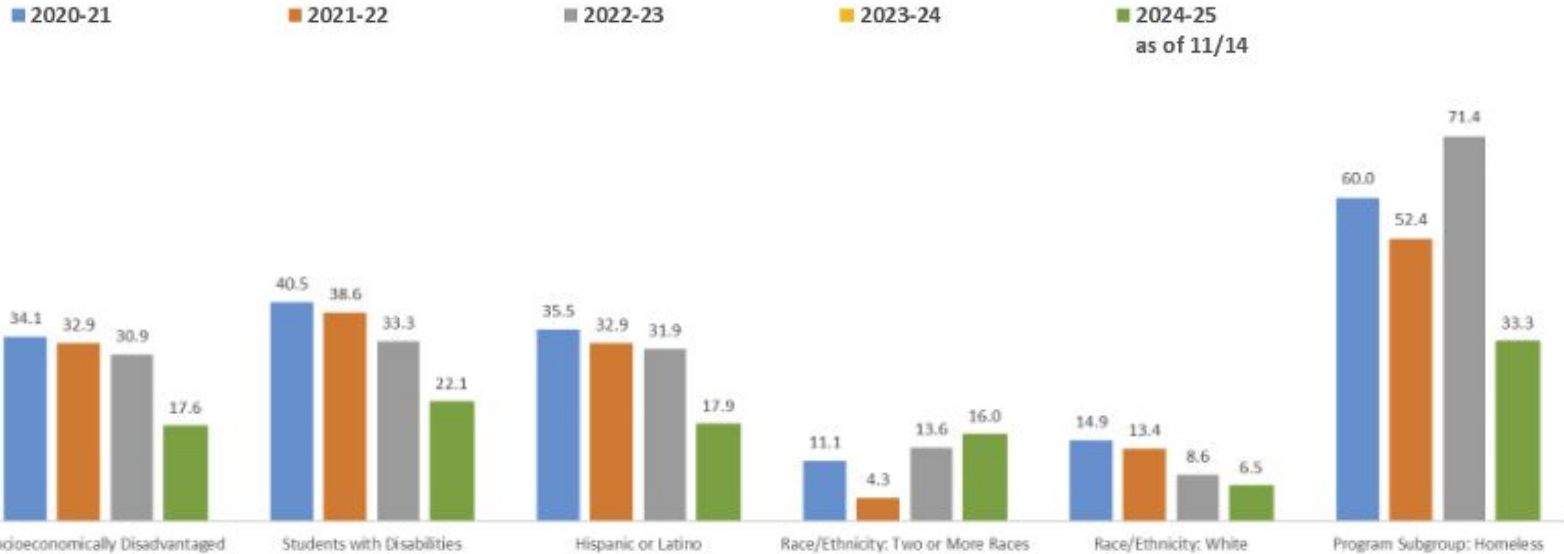
Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Yearly Comparison of Chronic Absenteeism

■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
as of 11/14



Chronic Absence Rate by Student Group



* Student groups of less than 10 are not presented

Yearly Comparison of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

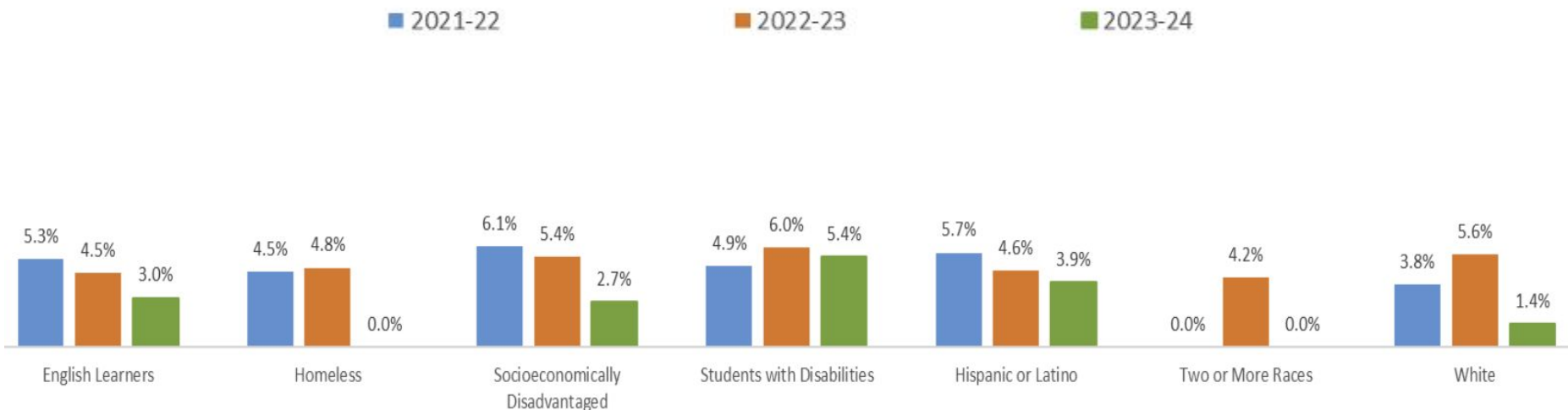
5.2%

4.7%

3.2%



Yearly Comparison of Suspension Rate by Student Groups



* Student groups of less than 10 are not presented

Attendance, Social Emotional Learning, & Behavior

Weekly Screen Team

Attendance

- 2 successful drop-in days >50 families—collaboration with Family Center & mental health for strategies to support
- Celebrations (outreach with postcards, attendance “bucks”, raffle, awards with Panda Express coupons)
- ELOP serving almost 60% of students
- Bus passes
- Daily messages using SchoolMessenger (wake ups and reminders)
- Alarm clocks
- Individualized morning/night-time routines
- Focus at Back To School Night/Coffee with the Principal

Social Emotional Learning

- [SEL curricula](#)
- Friends for Youth mentorship program
- De-escalation strategies and coping skills
- Individual calm-down boxes
- Mental health check-ins

Behavior

- PBIS implementation
- Classrooms with calming corners and flexible seating
- Celebrations
- Individualized token boards
- Student Advisory Group
- Classroom and school incentives
- Mental health support as needed

LCAP Goal #2

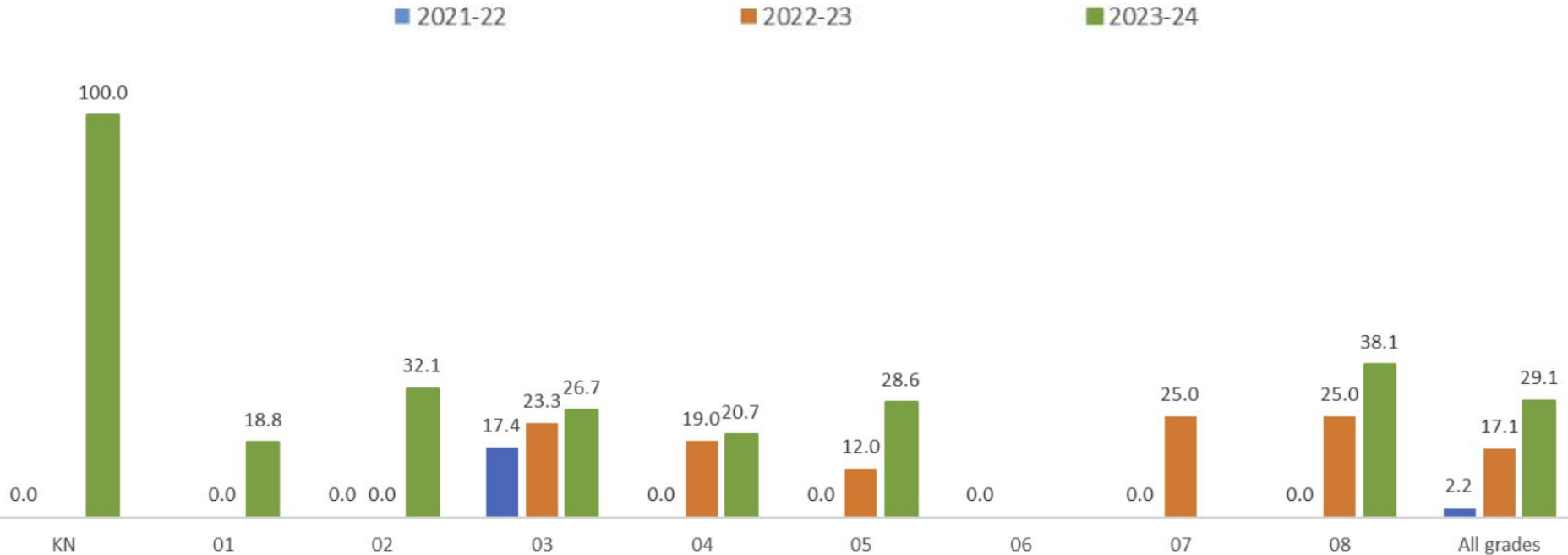
By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC Level Growth

(% of students increasing at least 1 level)



Supporting Multilingual Learners

Designated ELD

- 4-5 days/week
- Grade levels circling smaller groups
- MTSS TOSA/Vice Principal teaching newcomers (intensive)
 - Already “graduated” 1 (out of 13) with 2 more in January
 - 3 more will “graduate” by end of the year

Integrated ELD

- Coaching with TCM TK-5th

Home-School Connection

- Monthly ELAC meetings
- Community meeting
- [Home learning](#)
- Bilingual books for parents to check out

Staffing Support

- Newcomer instructional aide push-in to classrooms daily (started October)
- Bilingual aide started December 2 to support K-2nd grade students

LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, 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 Comparison of SBAC ELA Performance % Met or Exceeded

■ 2017

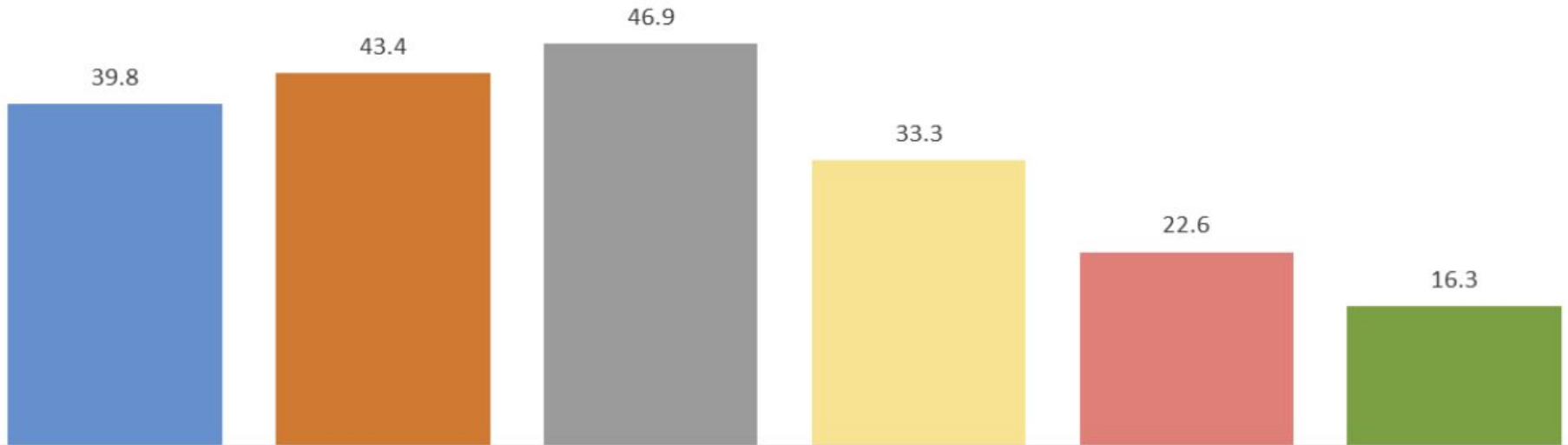
■ 2018

■ 2019

■ 2022

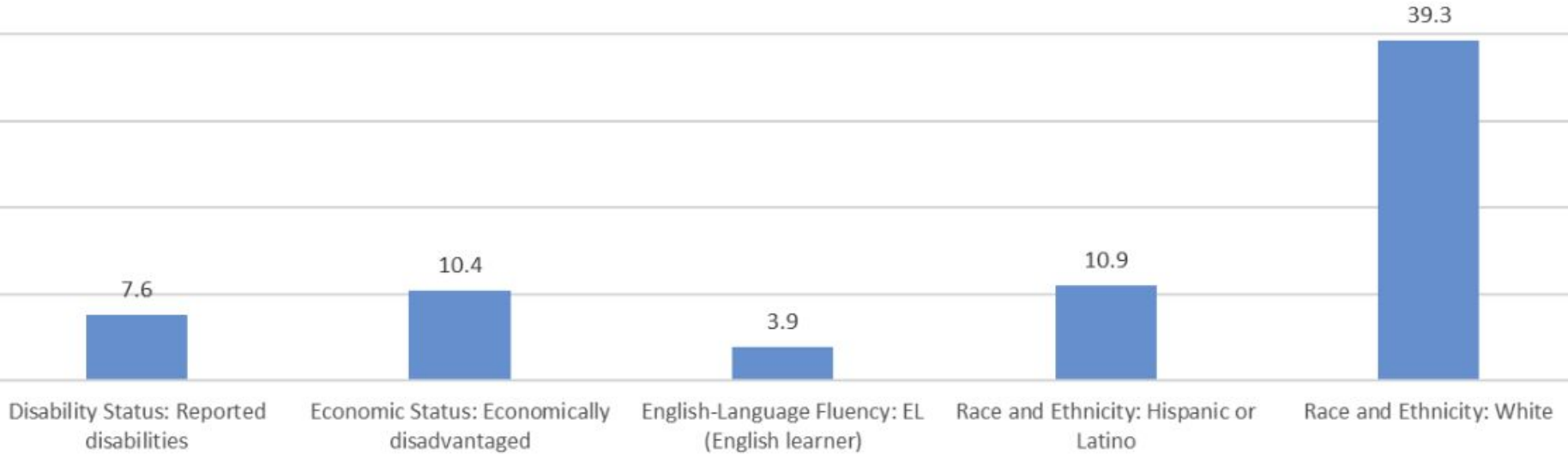
■ 2023

■ 2024



2024 SBAC ELA Comparison by Student Groups

% Met or Exceeded



* Student groups of less than 10 are not presented

SBAC ELA Cohort Comparison

% Met or Exceeded

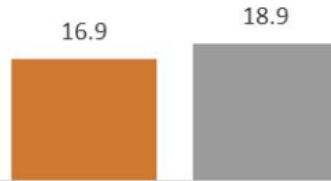
■ 2022

■ 2023

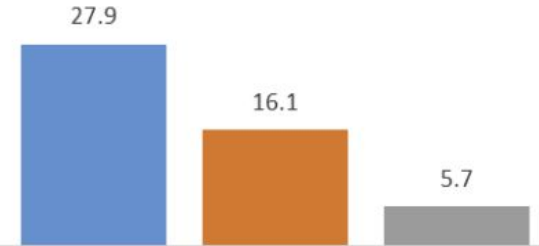
■ 2024



Current 4th grade

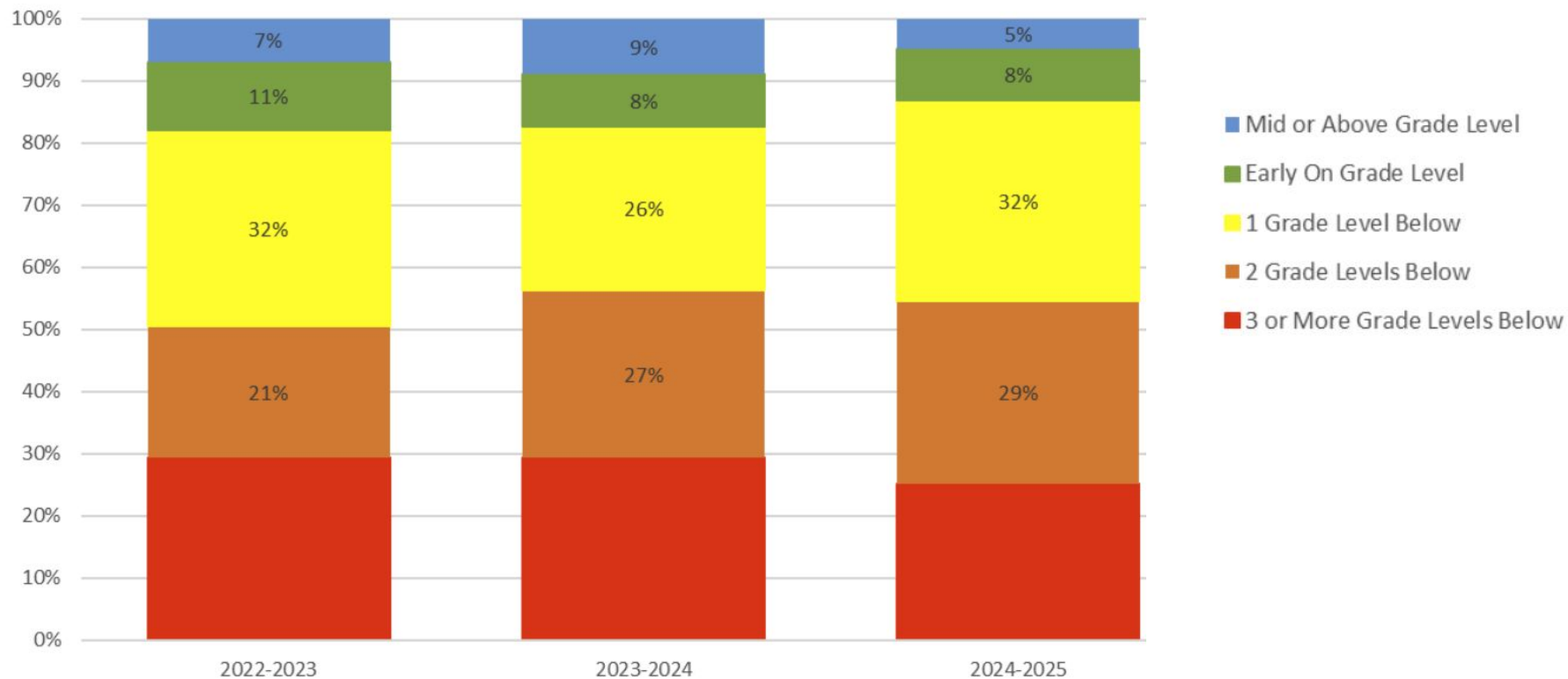


Current 5th grade



Current 6th grade

iReady Reading - Fall Diagnostic Performance through the years



Yearly Comparison of SBAC Math Performance % Met or Exceeded

■ 2017

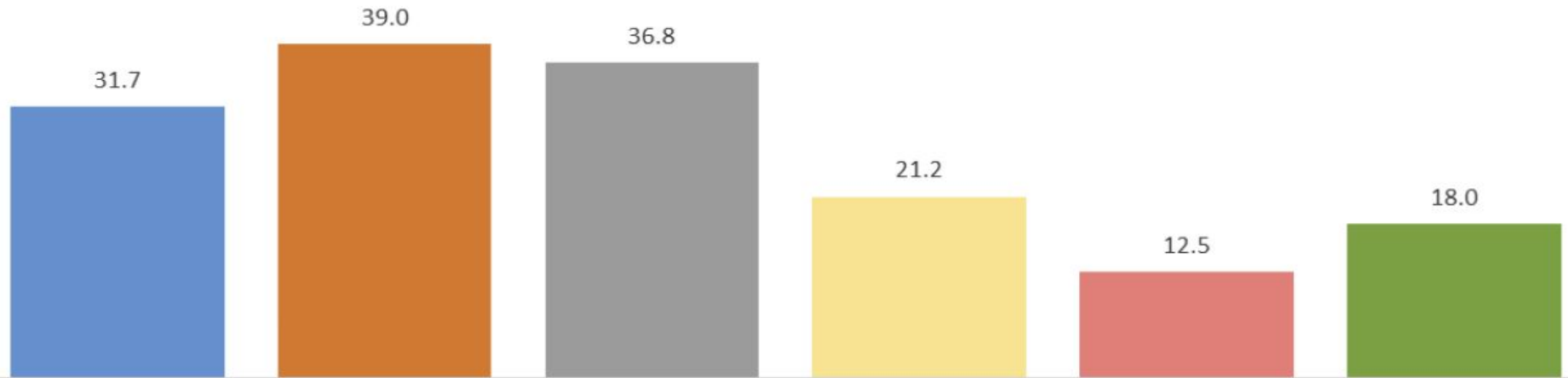
■ 2018

■ 2019

■ 2022

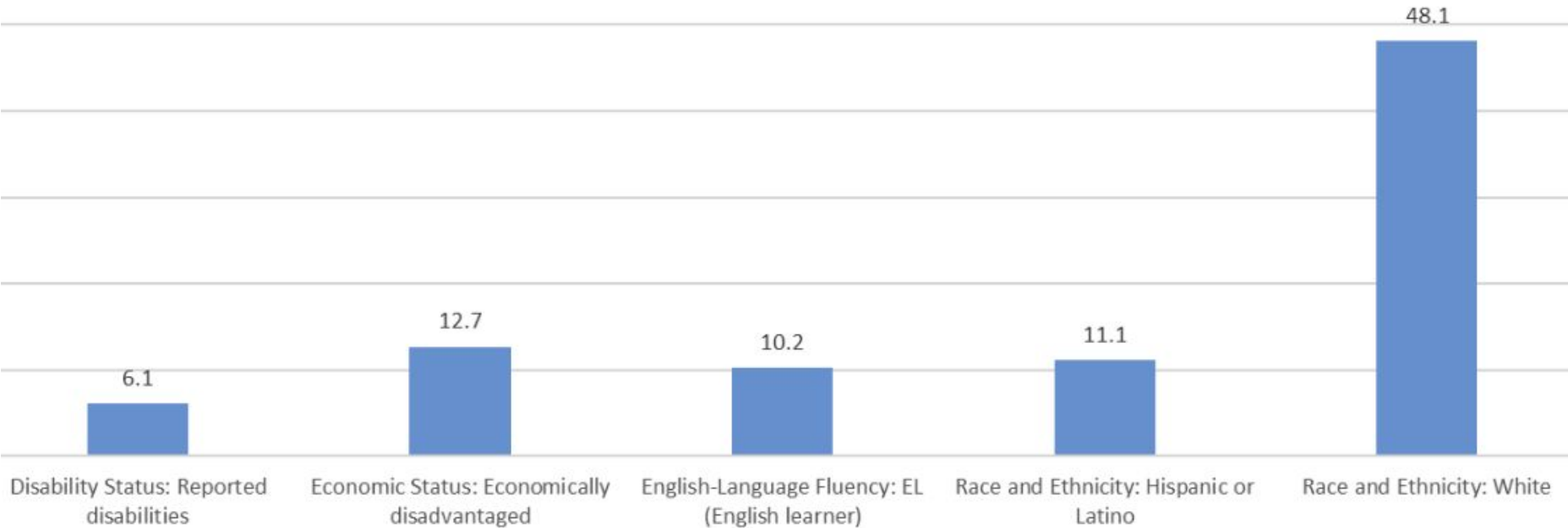
■ 2023

■ 2024



2024 SBAC Math Comparison by Student Groups

% Met or Exceeded



* Student groups of less than 10 are not presented

SBAC Math Cohort Comparison

% Met or Exceeded

■ 2022

■ 2023

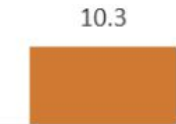
■ 2024



Current 4th grade



Current 5th grade



Current 6th grade



iReady Math - Fall Diagnostic Performance through the years



Action Items for 2024-25

Instructional Strategies

- Instructional focus - staff meetings/newsletters
- Expectation and monitoring of instructional minutes
- Phonics instruction in 3rd-5th
- Supported weekly grade level planning sessions
- Small group instruction for reading (daily) and math (3 times/week)
- Authentic daily writing
- Analysis of test questions and strategies for answering
- PLCs - 6-8 week inquiry cycles
- Math focus wall (vocabulary, strategies, cognates)

Intervention

- Reading intervention specialists
- Identifying and addressing needs early
- Math intervention with MTSS TOSA for 4th/5th grade students
- Daily instruction for at-risk kindergarten students using multisensory strategies/tools
- CAP (math) & AIR (reading) tutoring

Professional Development

- Teachers participate in coaching cycles and/or peer observations
- Staff development coach 4 days/week
- Seeking additional writing and reading comprehension PD

Celebrating Growth