



HENRY FORD

ELEMENTARY SCHOOL

EST. 1954

March 12, 2025
Board Presentation

California Dashboard

2022-2023	2023-2024
Additional Targeted Support and Improvement (ATSI) Red Indicators	Exited Additional Targeted Support and Improvement (ATSI) Status Red Indicators
Chronic Absenteeism: All Students Sub Groups: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities English Learner Progress	Chronic Absenteeism: Sub Group: English Learner ELA and Mathematics: Students with Disabilities

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.

Henry Ford SPSA Goal 1:

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian	1	6%		
Black or African American	2	40%		
Hispanic or Latino	90	27%	30%	25%
Native Hawaiian or Other Pacific Islander	1	50%		
Two or More Races	3	12%		
White	15	14%		
Total	112	23%	25%	20%

Henry Ford SPSA Goal 1:

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Black or African American	1	20%		
Hispanic or Latino	1	0%		
White	1	1%		
Total	3	1%	0%	0%

* Student groups of less than 10 are not presented

Yearly Comparision of Chronic Absenteeism

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25 Feb. 14th

27.3%

29.3%

25.4%

23.5%

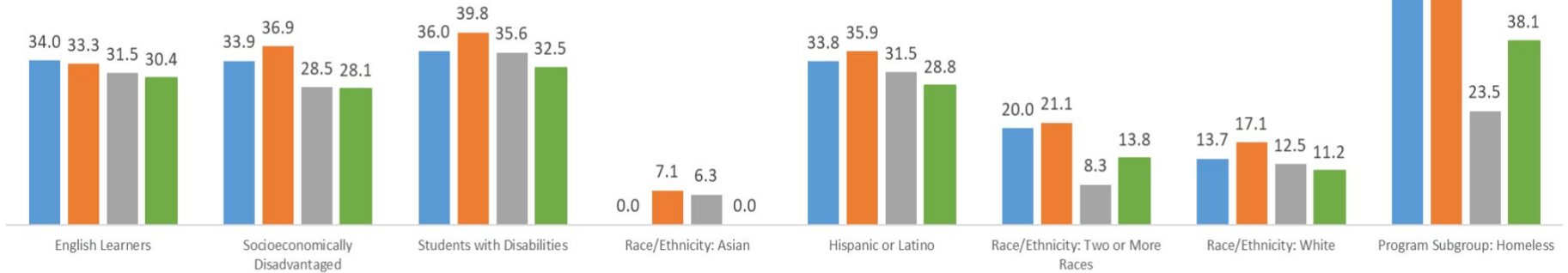
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Chronic Absence Rate by Student Group

■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 Feb. 14th



* Student groups of less than 10 are not presented

Yearly Comparision of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25 Feb. 14th

0.2%

0.2%

0.8%

0.0%

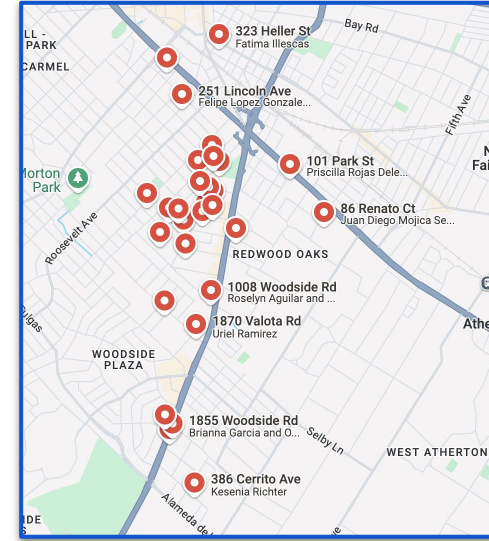
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CHRONIC ABSENCES

- Data Analysis
- Meet Your Neighbor Night
- Monthly Attendance Wars
- Teachers connect w/ families every two consecutive absences
- Phone calls, letters
- Re-engagement meetings
- Home visits
- MTSS Process
- Student Meetings w/ TOSA
- Information/Communication:
 - ClassDojo, Newsletter, Back to School Night Presentation, ELAC, SSC, PTA & Coffee w/ Principal



SOCIAL EMOTIONAL LEARNING

- Morning Minute of Mindfulness
- Weekly or Biweekly SEL Lessons
- Project Cornerstone
- Lunch Clubs
- One-on-one Counseling
- Small Group Counseling:
 - impulse control, emotional regulation, grief...
- PD on trauma informed practices.
- Partnership with Teachers
- Weekly Screen Team Meetings



POSITIVE BEHAVIOR

- Handle w/ Care Training (All Staff)
- PBIS School-Wide Implementation Tier 1:
 - Stations Rotations, Mustang Tickets,
 - Beginning of year assembly & Mid-year review Assembly
- Beginning Stages of Tier II Implementation:
 - Alternatives to Suspension (ie.Restorative Justice:5th Grade Student Presentations), Check-In/Check Out
- Student of Month Character Traits
- PD on use of Asset Based Language
- PD on Importance of Teacher/Student Relationships
- Yard Duty Training: Building Positive Relationships
- Restructuring Yard



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%

Henry Ford SPSA Goal 2: Reclassification rate

Reclassification

Grade Level	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	17	0	0%		41				
Grade 1	27	3	11%		21	1	5%		
Grade 2	31	6	19%		27	2	7%		
Grade 3	17	1	6%		32	3	9%		
Grade 4	26	6	23%		23	2	9%		
Grade 5	35	8	23%		22	2	9%		
All Grades	153	24	16%	15%	166	10	6%	20%	20%

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Henry Ford: Students At Risk of LTEL

Long term English Learner (LTEL)

Grade Level	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	33	1	3%		
Grade 4	20	2	10%		
Grade 5	23	13	57%		
All Grades	166	16	10%	20%	20%

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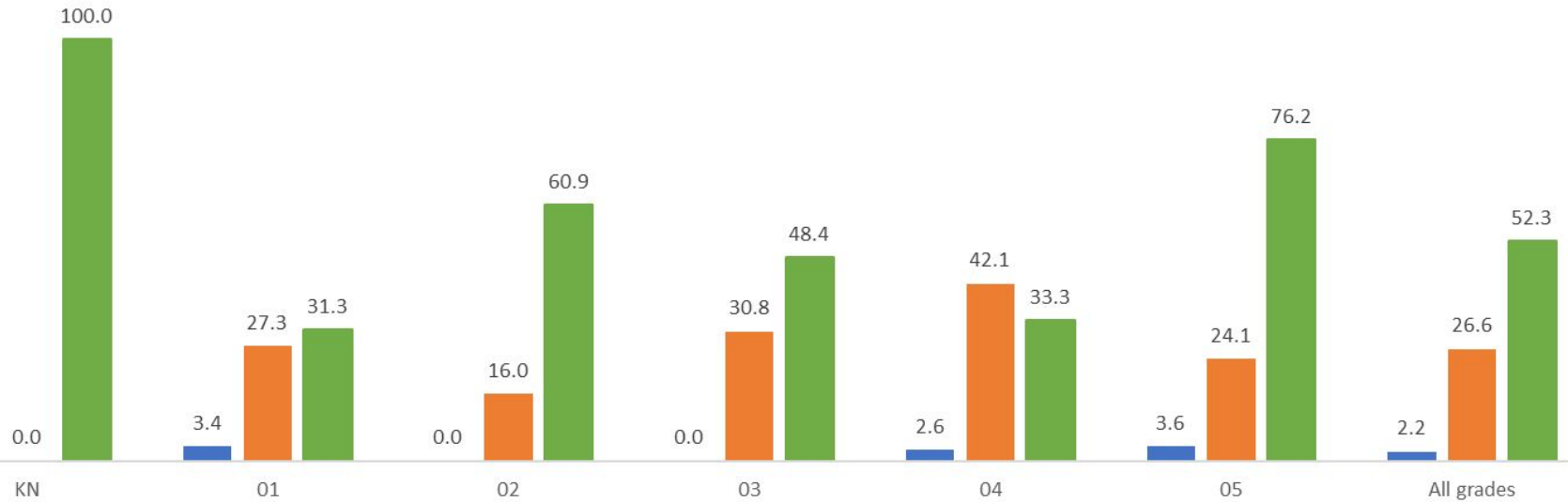
ELPAC level growth

% of students increase at least 1 ELPAC level

2021-2022

2022-2023

2023-2024



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Supporting Multilingual Learners

Designated ELD:

- Targeted small group ELD 30-45 minutes, 4 to 5 days a week with Language Power.
- Daily small group targeted ELD for Newcomers in grades K-5
- Data Analysis to inform small group instruction
- WIN-Small group phonics instruction 3rd-5th
- After school tutoring/homework support
- Communication: ELAC Meetings, Cafecito
- Test taking skills/practice

Integrated ELD:

- TCM Coaching 3rd- 5th
- Data Analysis to inform whole class instruction
- Small Group Instruction
- Schoolwide Focus:
 - All teachers use sentence frames at least once per lesson during turn and talk.
 - SMART Goal: All EL students will increase one level on the oral language (describe what is seen in the photo, how do you know?) as measured by the ELPAC rubric
- Professional Development:
 - Planning with ELs in Mind
 - Second Language Learners Simulation
 - Academic 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.

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Targets for 24/25:	iReady	CAASPP
ELA	50%	55%
Math	28%	50%

Yearly Comparison of SBAC ELA Performance % Met or Exceeded

■ 2017

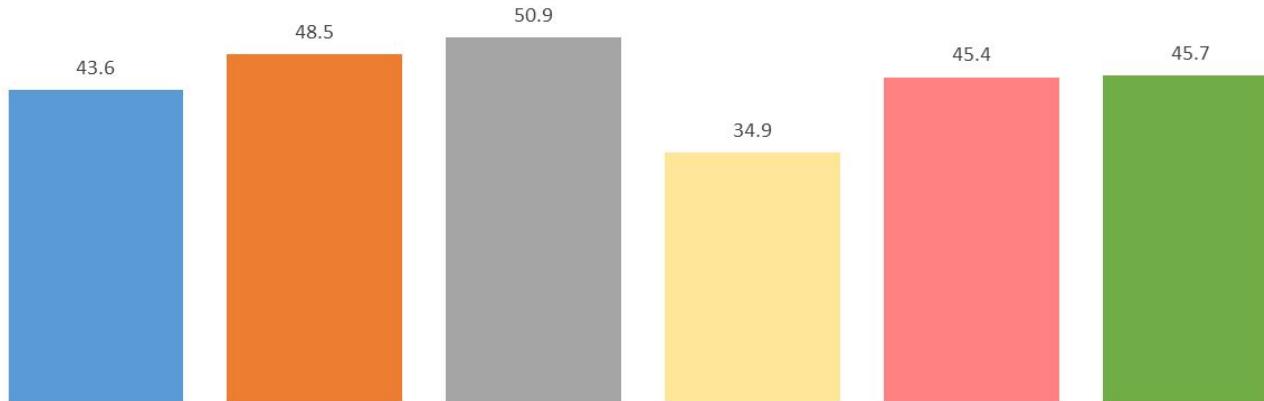
■ 2018

■ 2019

■ 2022

■ 2023

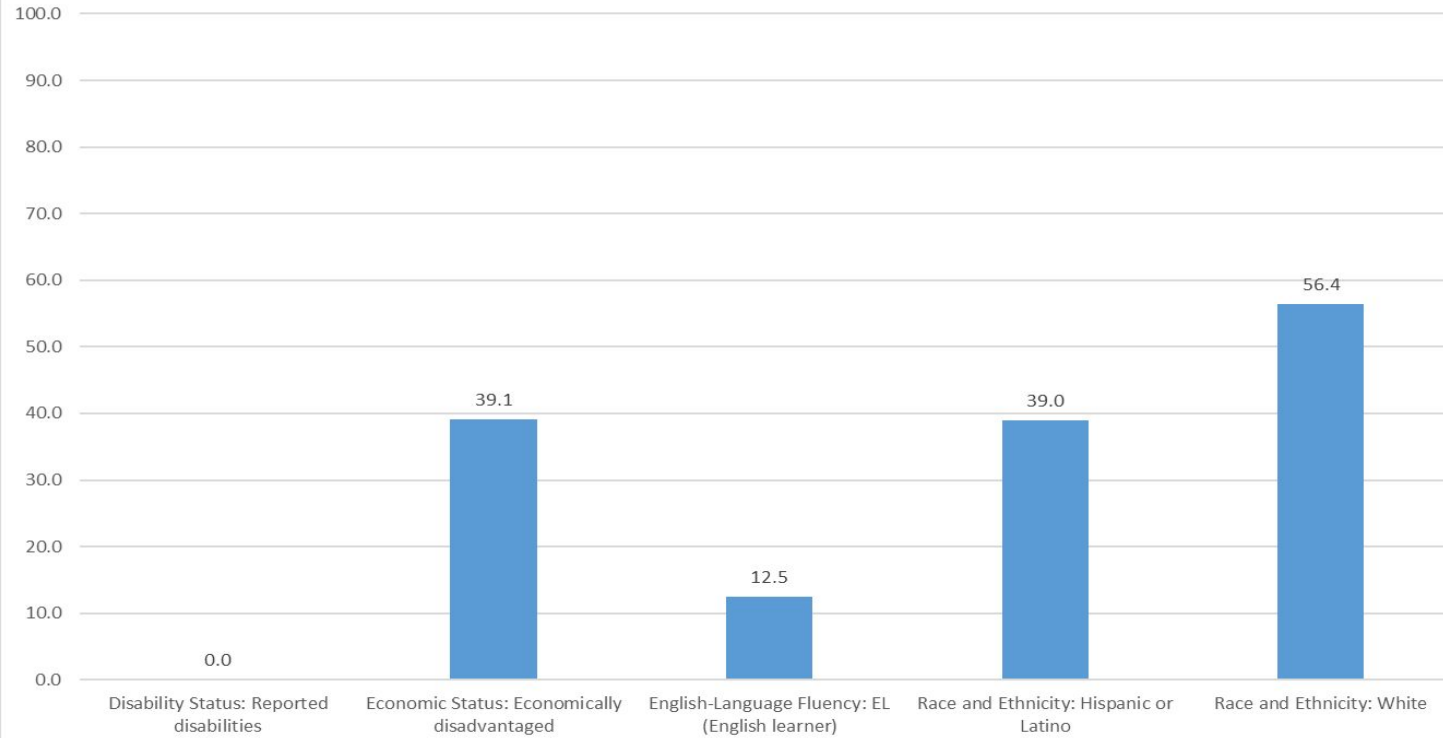
■ 2024



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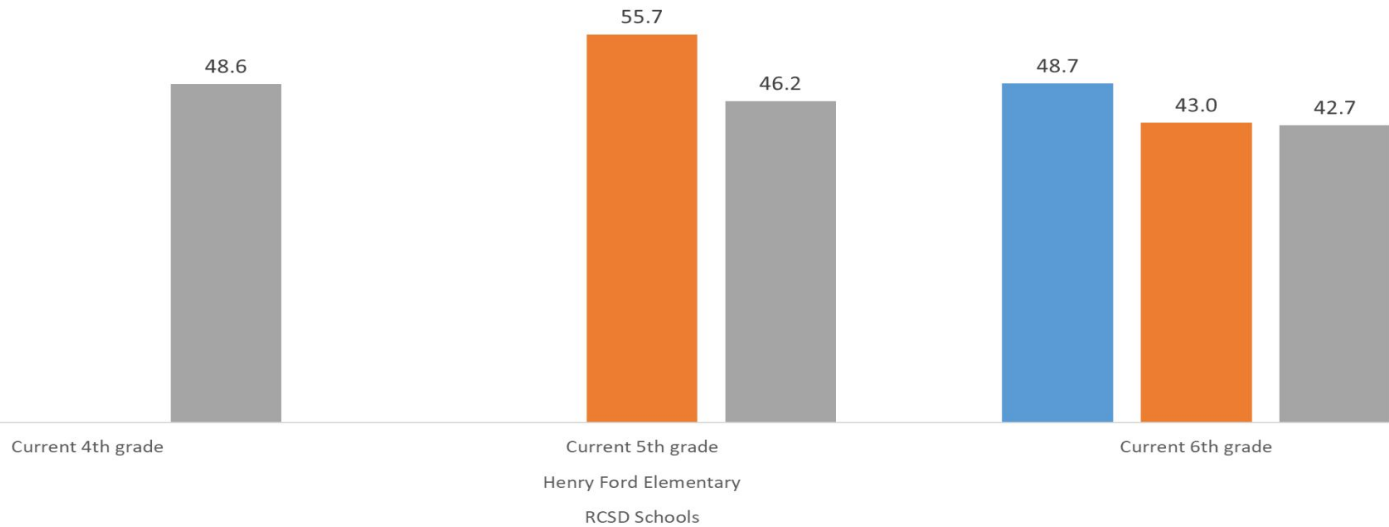
2024 SBAC ELA Comparison by Student Groups
% Met or Exceeded



* Student groups of less than 10 are not presented

SBAC ELA cohort comparison
% Met or Exceeded

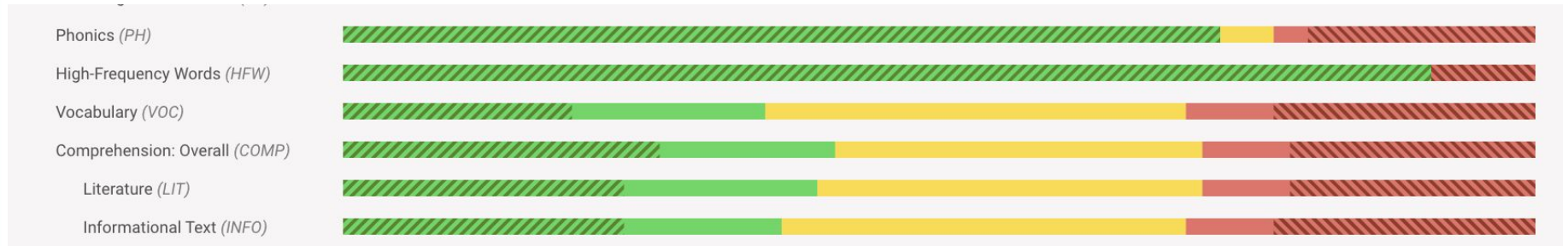
■ 2022 ■ 2023 ■ 2024



I-Ready Reading - Fall Diagnostic Performance through the years



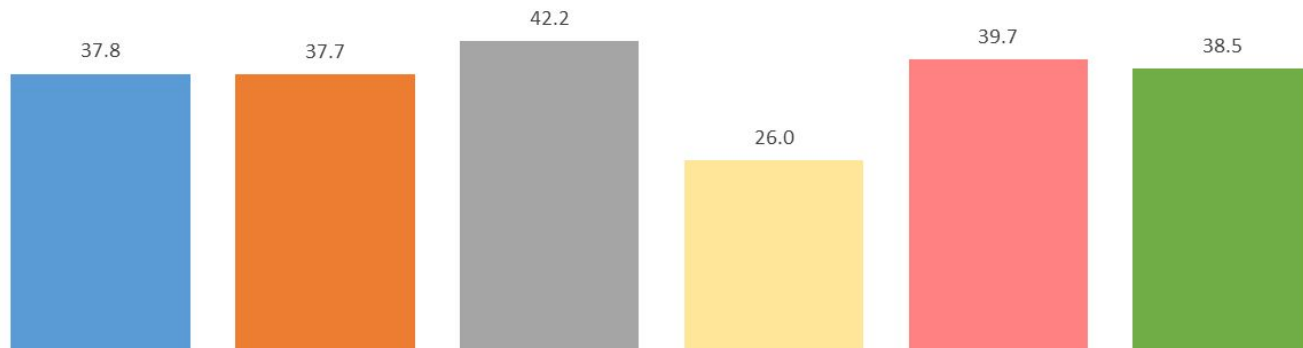
iReady ELA by Domain



Grades 3 -5

Yearly Comparision of SBAC Math Performance % Met or Exceeded

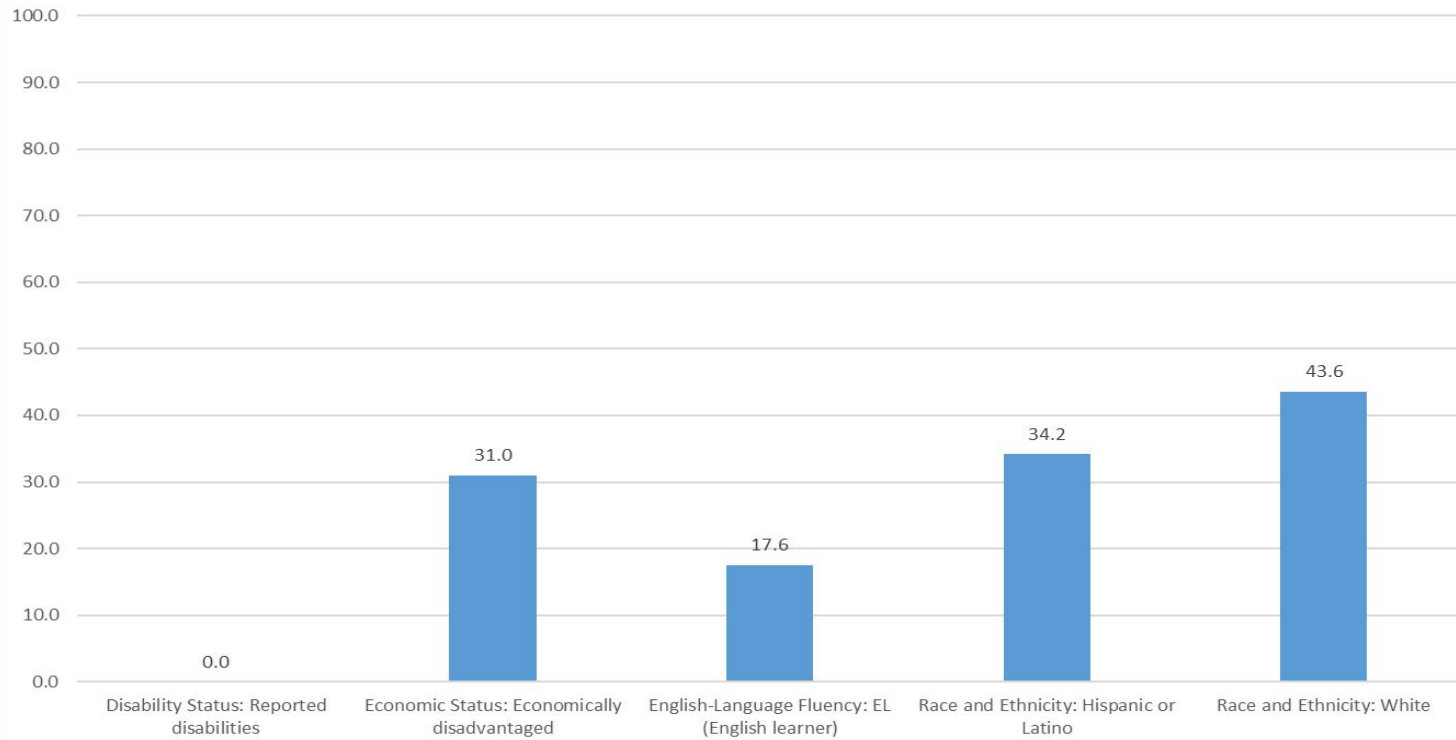
■ 2017 ■ 2018 ■ 2019 ■ 2022 ■ 2023 ■ 2024



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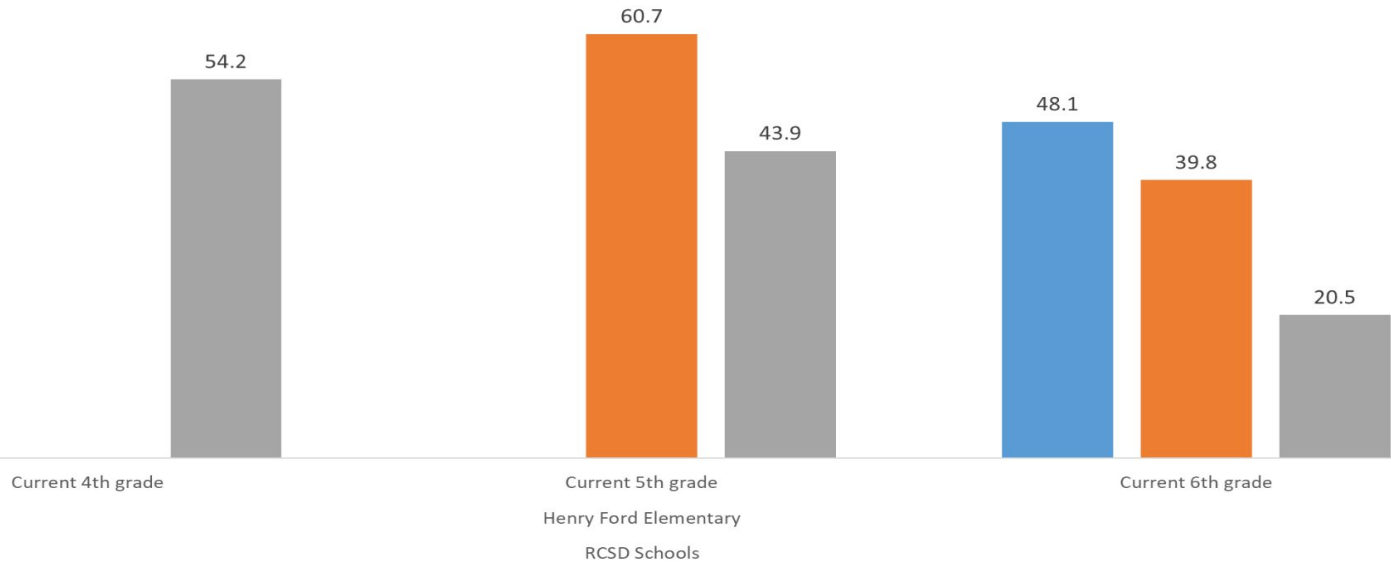
2024 SBAC Math Comparision by Student Groups % Met or Exceeded



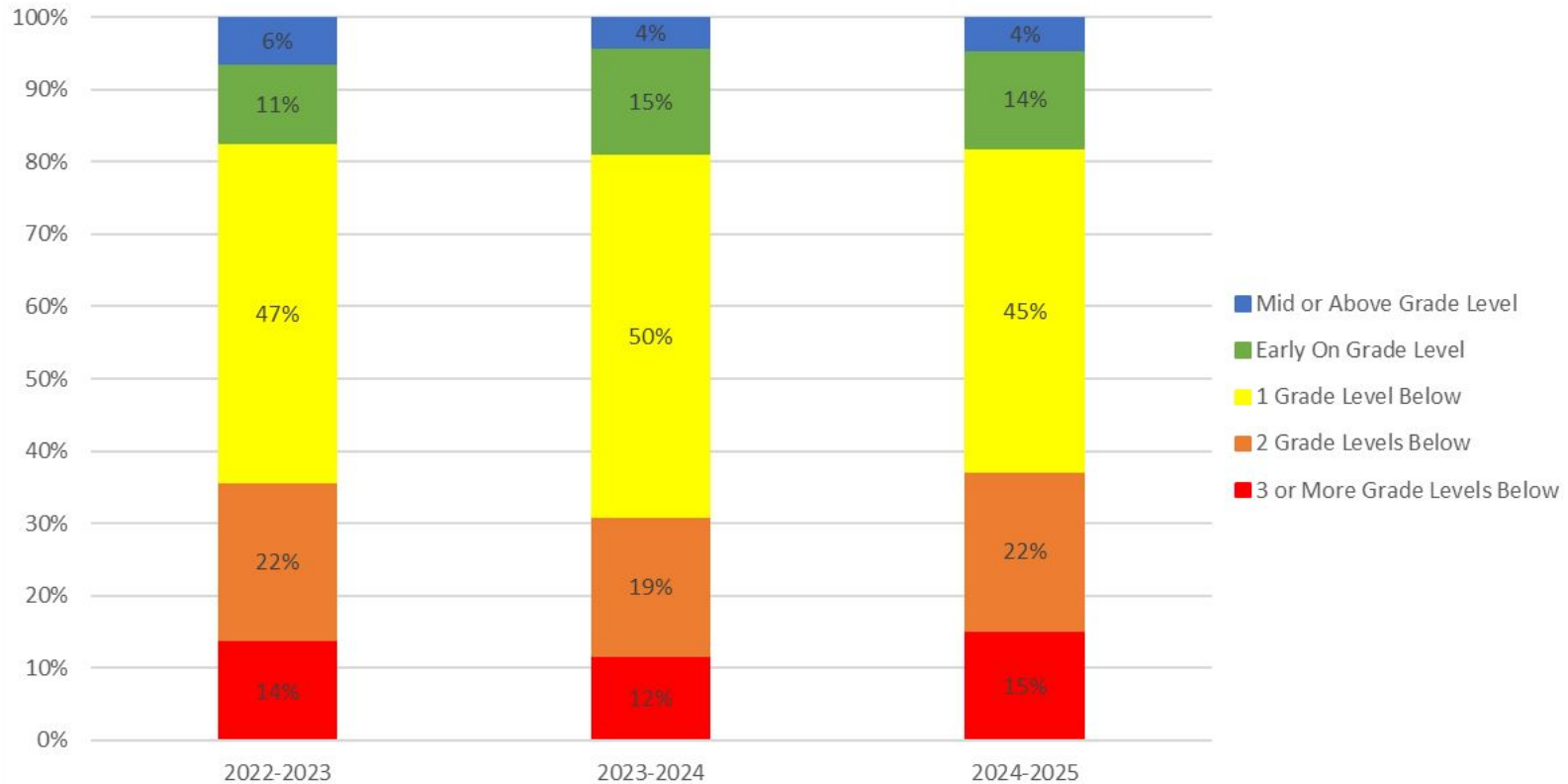
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SBAC Math cohort comparison % Met or Exceeded

■ 2022 ■ 2023 ■ 2024



I-Ready Math - Fall Diagnostic Performance through the years



Instructional Action Items for 24-25

Instructional Strategies

- Cohesion/Alignment with RCSD initiatives
- Staff meetings dedicated towards increasing Tier 1 practices, lessons that promote engagement and student voice
- SMART Goal: 100% of teachers will post learning targets for math and ELA
- Instructional Site Visits
- Reading Intervention Teacher (K-3rd))
- WIN (3rd - 5th)
- After School Tutoring and Homework Club

Professional Learning Communities

- PLC's 6-8 week inquiry cycles
- Data Analysis: iReady, Benchmark, BPST...
- Targeted Standards Based Instruction during WIN
- Small Group Instruction



Professional Development

- BPST Training
- Close Reading
- Think, Pair, Share
- Learning Targets
- Academic Vocabulary
- TCM Coaching (3rd-5th)
- Release Time to Observe Other Teachers
- Release Days for Grade Level Meetings
- Guest Teacher to support Teacher Professional Development, Planning, and Peer Observation