Roosevelt Elementary School — EST. 1951

Board Presentation

Roosevelt Elementary CA Dashboard and Red Indicators

2022-2023	2023-2024	2024-2025
English Language Arts (ELA): (Red ● Sub group: English Learner, Hispanic, Socioeconically Disadvantaged, Students with Disabilities Mathematics: (Red) ● Sub Group: English Learner, Hispanic, Socioeconically Disadvantaged English Learner Progress (Red)	**District Wide** English Learner Progress (Yellow) English Language Arts (ELA): (Red) ● Sub group in red: Hispanic, Socioeconically Disadvantaged, Students with Disabilities ● Mathematics: (Red ● Sub Group in red: Hispanic, Socioeconically Disadvantaged, Students with Disabilities ● Chronic Absenteeism: (Orange) ● Sub group in Red: English Learner	ELA: Yellow Mathematics: Yellow English Learner: Green Chronic Absenteeism: Yellow Suspension: Blue **No students in Red for any category!!!**
ATSI: Roosevelt	CSI: Roosevelt	Exited CSI Status

ATSI: Additional Targeted Support and Improvement

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.
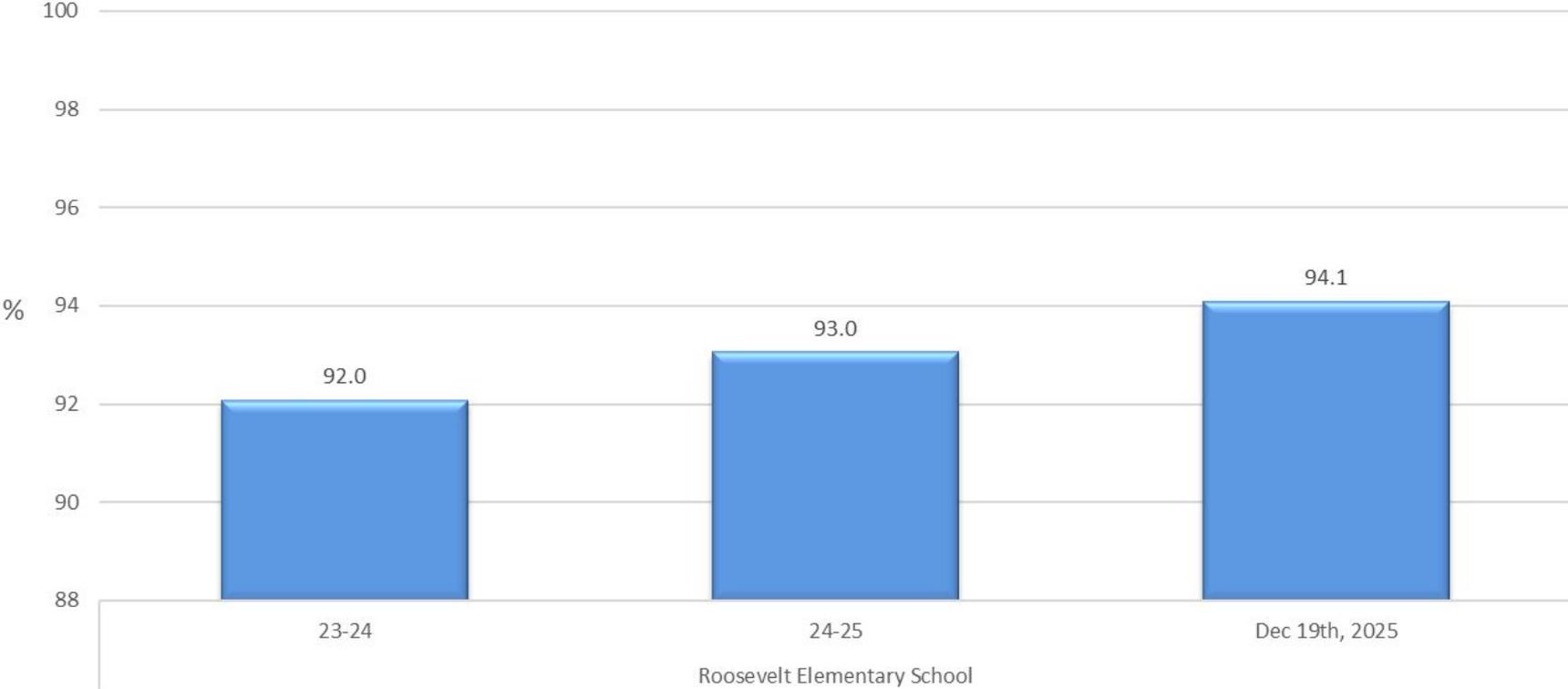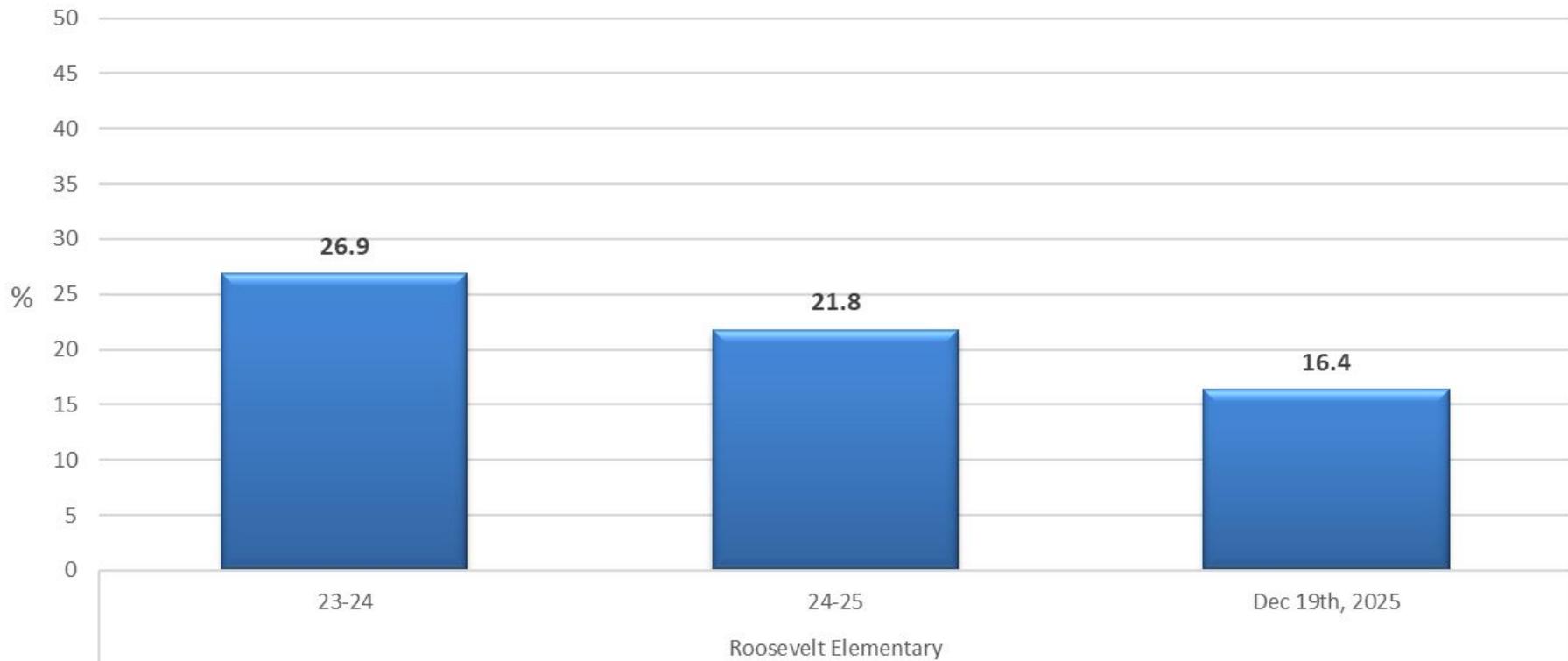
Attendance Rate

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	92.3%	94.3%	93.5%	95.5%	94.1%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
92.3	+ 1.2	+0.6

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	26.9%	23.9%	21.8%	18.8%	16.4%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
26.9	-5.1	-5.4

Suspension Rate

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	ALL			EL			SED			SWD		
	23-24	24-25	Dec 19th, 2025	23-24	24-25	Dec 19th, 2025	23-24	24-25	Dec 19th, 2025	23-24	24-25	Dec 19th, 2025
%	3.1	0.2	1.7	2.8	0.6	3.0	2.7	0.3	2.5	4.8	0.0	3.8

* Student groups of less than 10 are not presented
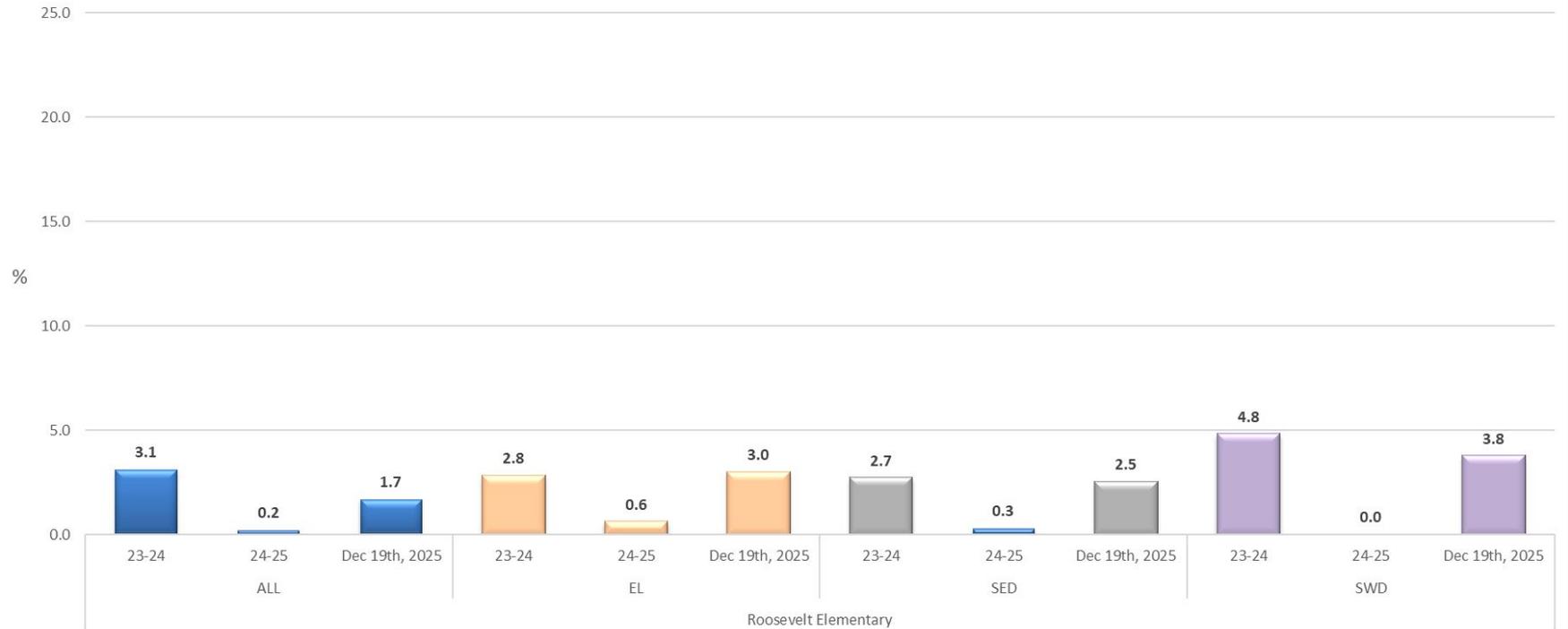
Suspension Rate

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
Suspension Rate * Student groups of less than 10 are not presented	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	3.1%	2.6%	0.3%	-0.2%	1.7%
		Social Economically Disadvantaged	Decrease	2.7%	2.2%	0.4%	-0.1%	2.5%
		EL	Decrease	2.8%	2.3%	0.6%	0.1%	3.0%
		Homeless	Decrease	0.0%	-0.5%	0.0%	-0.5%	0.0%
		SWD	Decrease	4.8%	3.8%	0.0%	0.0%	3.8%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	3.1	-2.8	+1.3	Homeless	0	0	0
SED	2.7	-2.3	+2.1	SWD	4.8	-4.8	+3.8
EL	2.8	-2.2	+2.4	LTEL			

Goal 1 Takeaways and Next Steps

Attendance
Approximately 30% of chronic absenteeism is from TK and kindergarten–unable to formally conference until a student is 6:
- MTSS TOSA has been meeting with parents to discuss the importance of creating an attendance routine.
- MTSS TOSA held an evening TK/K attendance event

Strategies to support attendance and address challenges:
- Extended Learning Opportunity Programs after school: 200 students (57%)
- 1-2 Attendance Days per trimester to offer additional supports: safety net services, mental health, interventions, bus passes, etc.
- Alarm clocks (student-decorated)
- "Thank You" letters when attendance improves
- Monthly attendance awards for perfect attendance
- Phone calls, both automated and personalized

School Engagement Support Plans (SESPs): 52
District School Attendance Review Boards (SARBs): 2

All actions to continue for 2026-27.

Goal 1 Takeaways and Next Steps

Suspensions
Weekly Screen Team meetings:
- Principal, MTSS TOSA, Community School Coordinator, School Psychologist
- Academic, behavioral, social emotional, SpEd, attendance
- Teachers provide input as needed

Social Emotional Learning:
- Minimum twice/week
- Curricula support grade level instruction

PBIS
- Working with SCCOE (year 3)
- Schoolwide incentive program
- Monthly character traits and awards

Mentoring
- Friends for Youth meets with 5th graders (self-selected) each week. Possibly expand to 4th grade next year

Suspensions
- Alternatives to suspension
- Re-entry meetings with MTSS TOSA
- Mental health check-ins and/or services
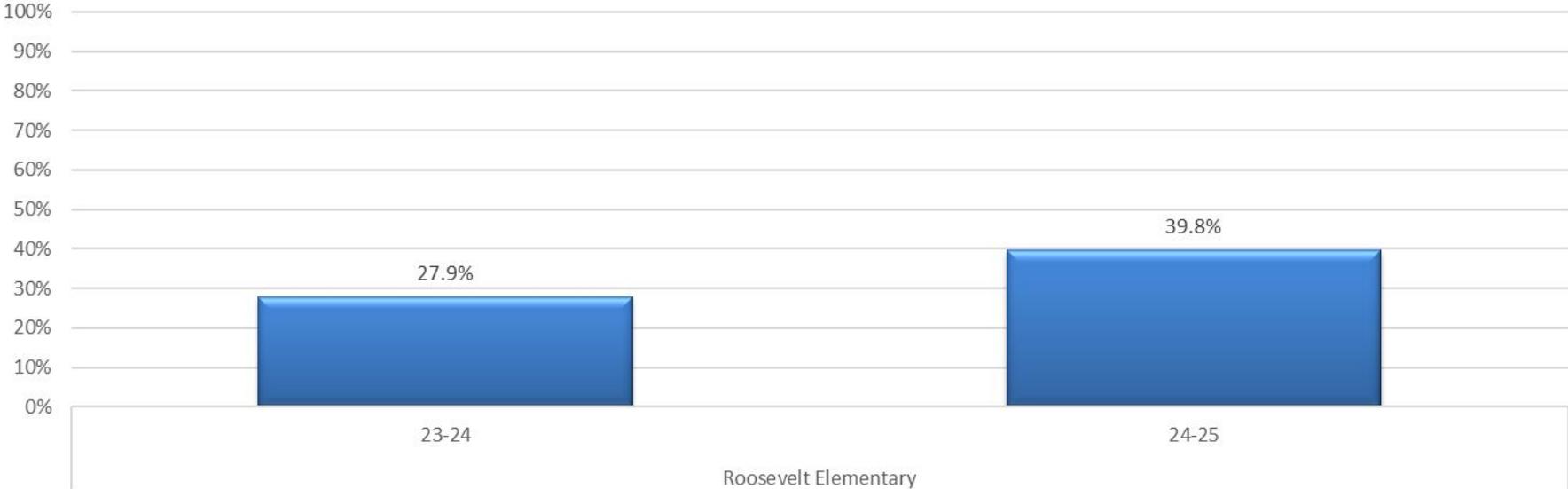
All actions to continue for 2026-27.

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.
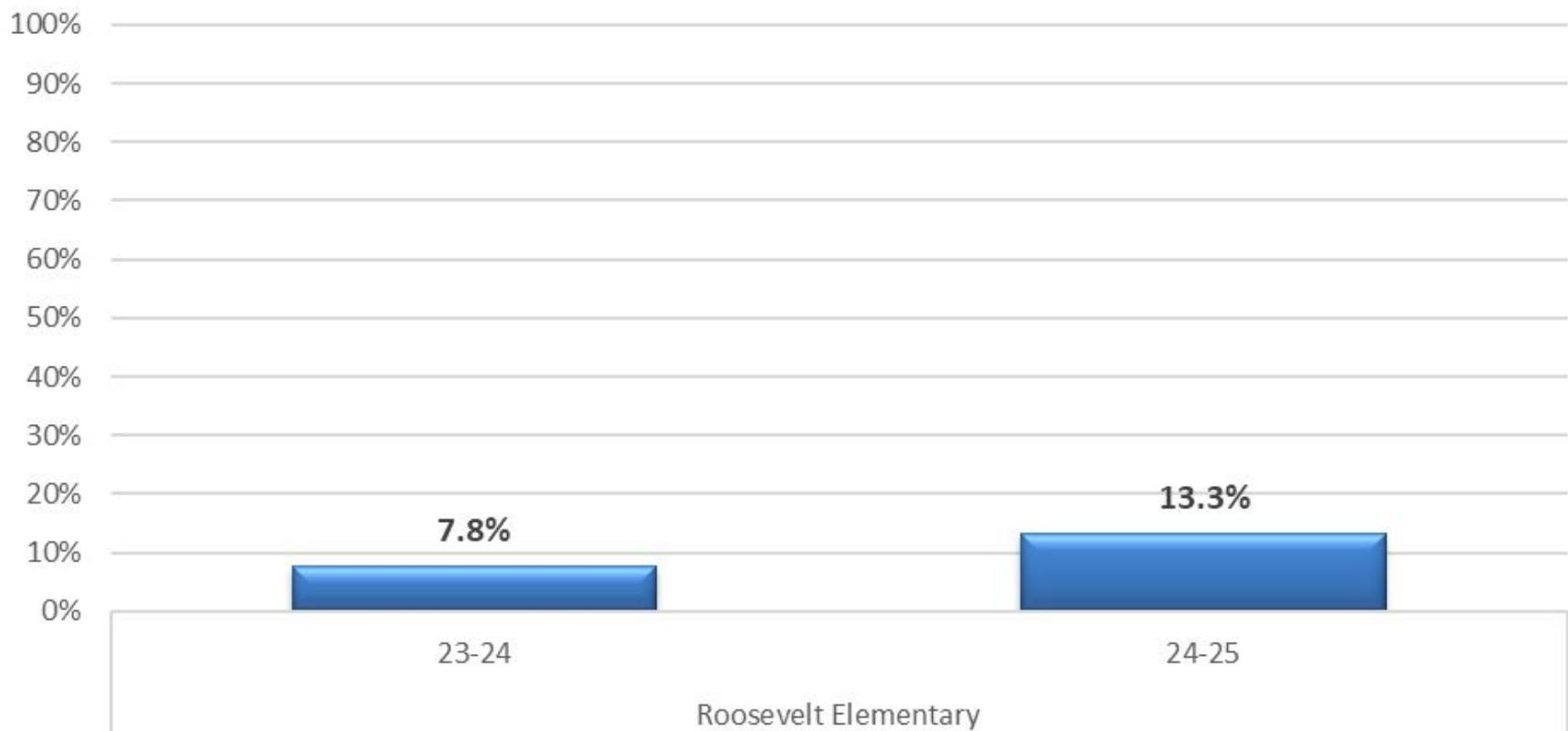
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

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

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RFEP Rate

100%	
90%	
80%	
70%	
60%	
50%	
40%	
30%	
20%	
10%	
0%	

7.8% — 23-24

13.3% — 24-25

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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	27.9%	36.9%	38.6%	46.8%
Reclassification Rate	20%	ELs	Increase	8.0%	12.0%	13.0%	16.5%

	Base	Year 1 difference
ELPAC Progress	27.9	+10.7
Reclassification Rate	8.0	+5.0

Goal 2 Takeaways and Next Steps

Actions
- Language Power provides a structured curriculum for ELD
- Grade level clusters for ELD (K-2 and 3-5)
- Provide support for combination classes
- ELPAC test prep
- 2nd-5th grade teachers working with Dr. Saguilan for integrated ELD professional development (planning, coaching, and implementation)
- RLC teachers supporting students with disabilities in ELD
- Part-time instructional aide to support newcomers in 3rd-5th grades
- Full-time bilingual instructional aide to support K-2nd grade students (and 3rd-5th D-ELD)

Additional Next Steps
- Due to probable combination classes, will utilize reading intervention teacher to support ELD
- Continue integrated ELD coaching and support with Dr. Saguilan and add K and 1st grade
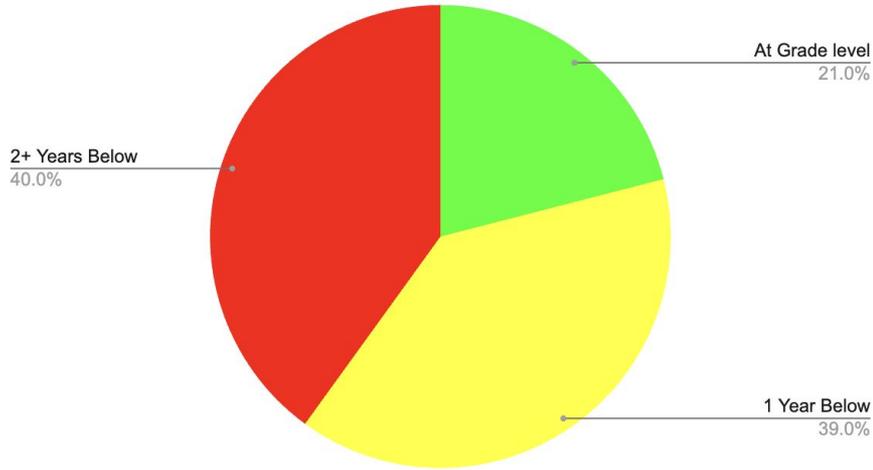
LCAP Goal #3

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.
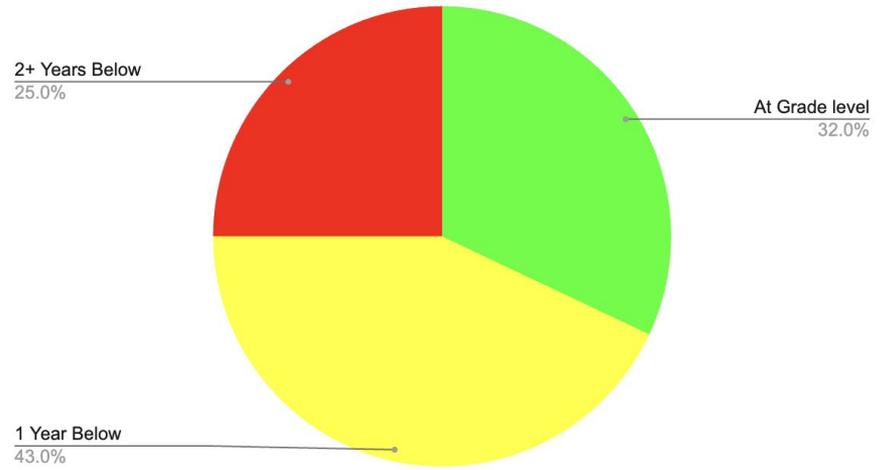
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

iReady ELA Overall

ELA Roosevelt Fall 2025

At Grade level
21.0%

2+ Years Below
40.0%

1 Year Below
39.0%

ELA Roosevelt Winter 2026

2+ Years Below
25.0%

At Grade level
32.0%

1 Year Below
43.0%

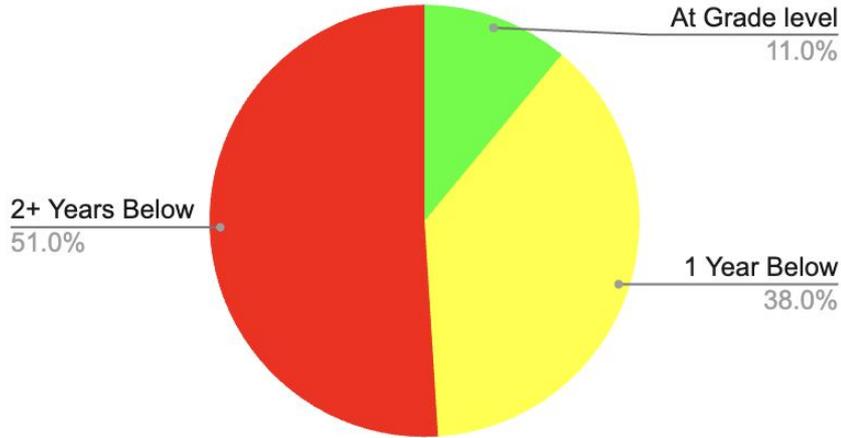|	Fall	Winter	Difference
At Grade Level	21%	32%	+11%
1 Year Below	39%	43%	+4%
2 + Year Below	40%	25%	-15%

iReady 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	51.9%	55.9%	60.3%	64.3%	58.4%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
51.9	**+8.4**	**-1.9**

iReady Math Overall

Math Roosevelt Fall 2025

- At Grade level — 11.0%
- 1 Year Below — 38.0%
- 2+ Years Below — 51.0%

Math Roosevelt Winter 2026

- At Grade level — 17.8%
- 1 Year Below — 60.4%
- 2+ Years Below — 21.8%
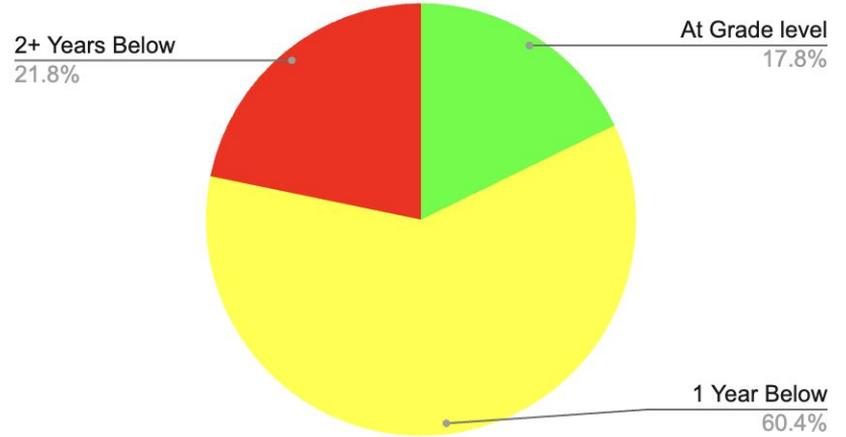
	Fall	Winter	Difference
At Grade Level	11%	17.8%	+6.8%
1 Year Below	38%	60.4%	+22.4%
2 + Year Below	51%	21.8%	-28.2%

iReady 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	40.5%	44.5%	48.3%	52.3%	47.5%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
40.5	+7.5	-0.8

English Learners
ELA - Met or Exceeded Standards
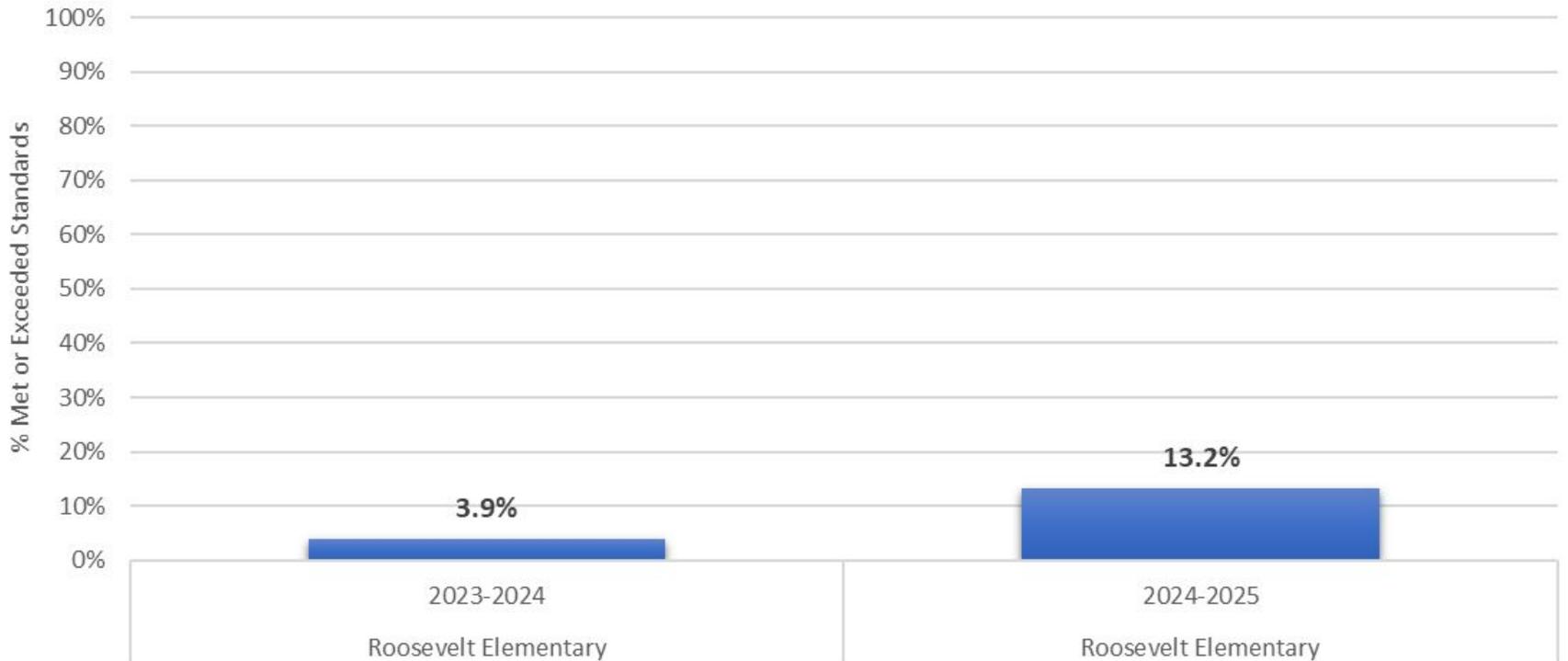
CAASPP ELA

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
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	3.9%	9.3%	13.2%	16.6%

Base	Year 1 difference
3.9	+9.3

English Learners
Math - Met or Exceeded Starndards

% Met or Exceeded Standards

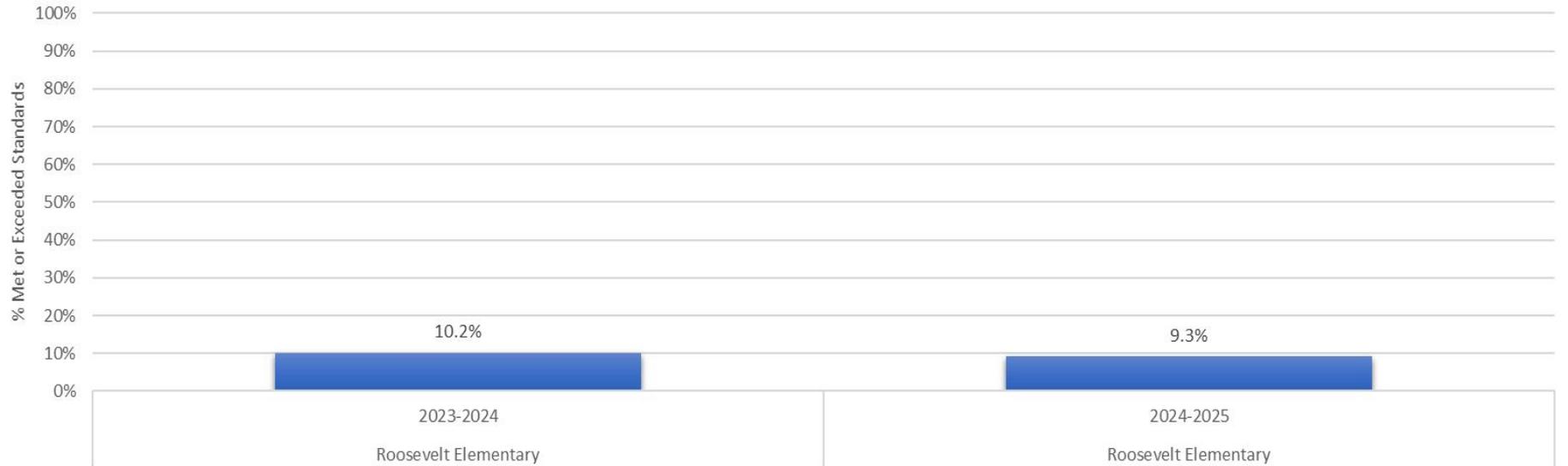|	10.2%	9.3%
	2023-2024	2024-2025
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CAASPP Math

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
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	10.2%	12.1%	9.3%	12.7%

Base	Year 1 difference
10.2	-0.9

Goal 3 Takeaways and Next Steps

Actions
- Reading intervention teacher K-2 & Reading Specialist 3rd-5th (89 students served; 26 exited)
- Intervention phonics program for students in 3rd-5th
- After school tutoring:
  - Air tutoring for 1st-5th grade students in language arts (25 students/cohort; 2 cohorts)
  - CAP tutoring for TK-1st grade students in math
  - Teachers tutoring small groups of student (3-5 students) in math
- 1:1 tutoring reading partners:
  - One program started in early November working with 20 students
  - New program to start soon
- Structured weekly grade level planning time
- Professional Learning Community (PLC) work focused schoolwide on writing
- Data-focused MTSS leadership team meetings monthly
- MTSS process providing scaffolds for students who need additional supports
- Rigorous SST (Student Success Team) process to engage parents as learning partners
- Authentic test prep: "Fast & Furious"

Additional Next Steps
- PLC work to expand and include math for 2026-27
- Carryover permitting, introduce math tutoring earlier in the year

Questions?

Thank you!