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**GARFIELD**  
**COMMUNITY SCHOOL**

Board Presentation  
March 25, 2026

# LCAP GOAL #1

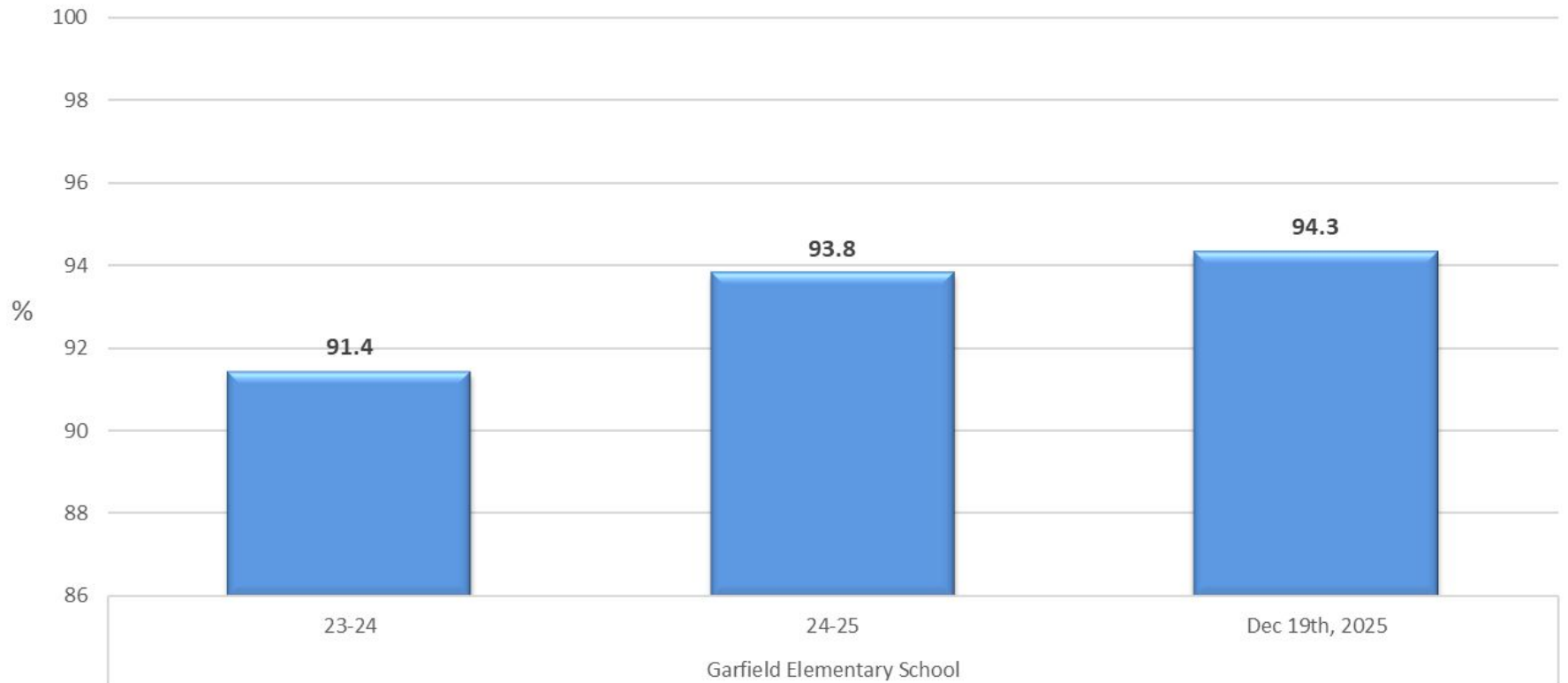
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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

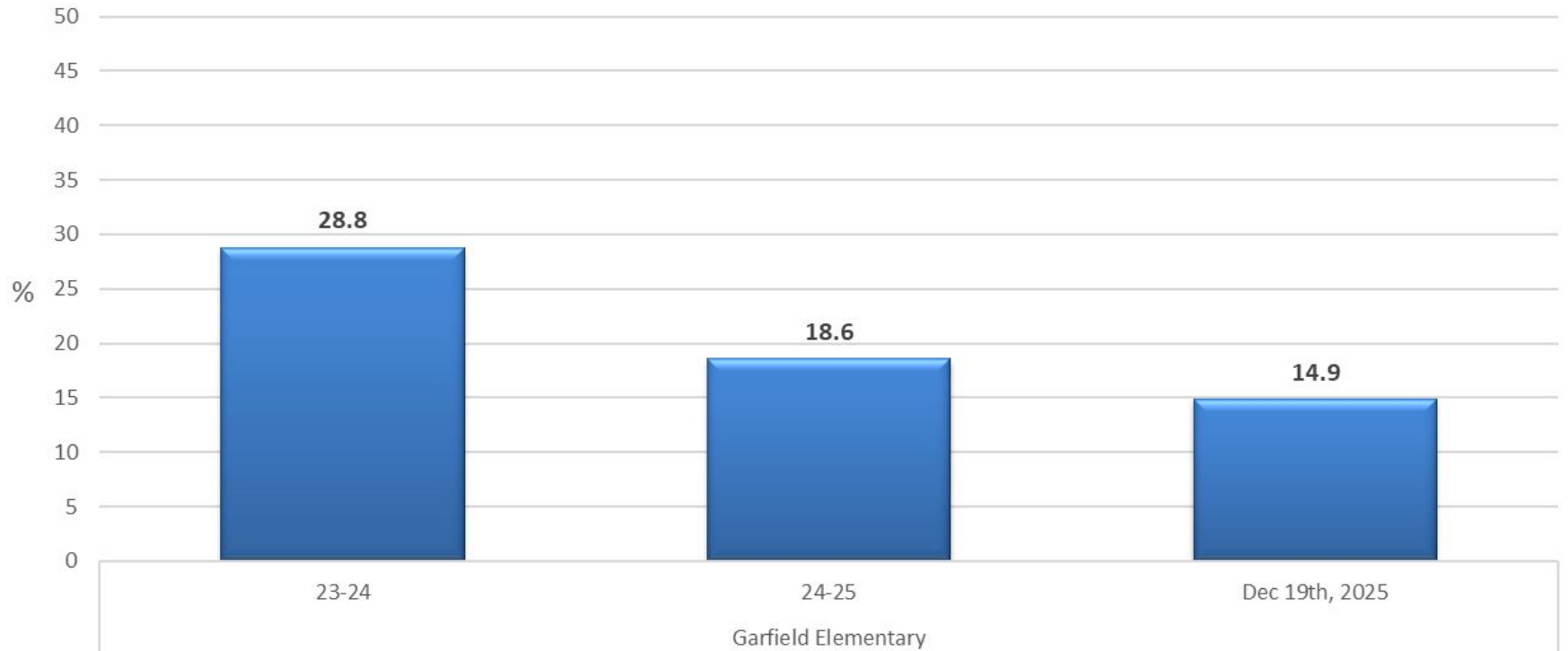


# Attendance Rate

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	91.4%	93.4%	93.8%	95.8%	94.3%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
91.4	+2.4	-0.5

## Chronic Absenteeism Rate

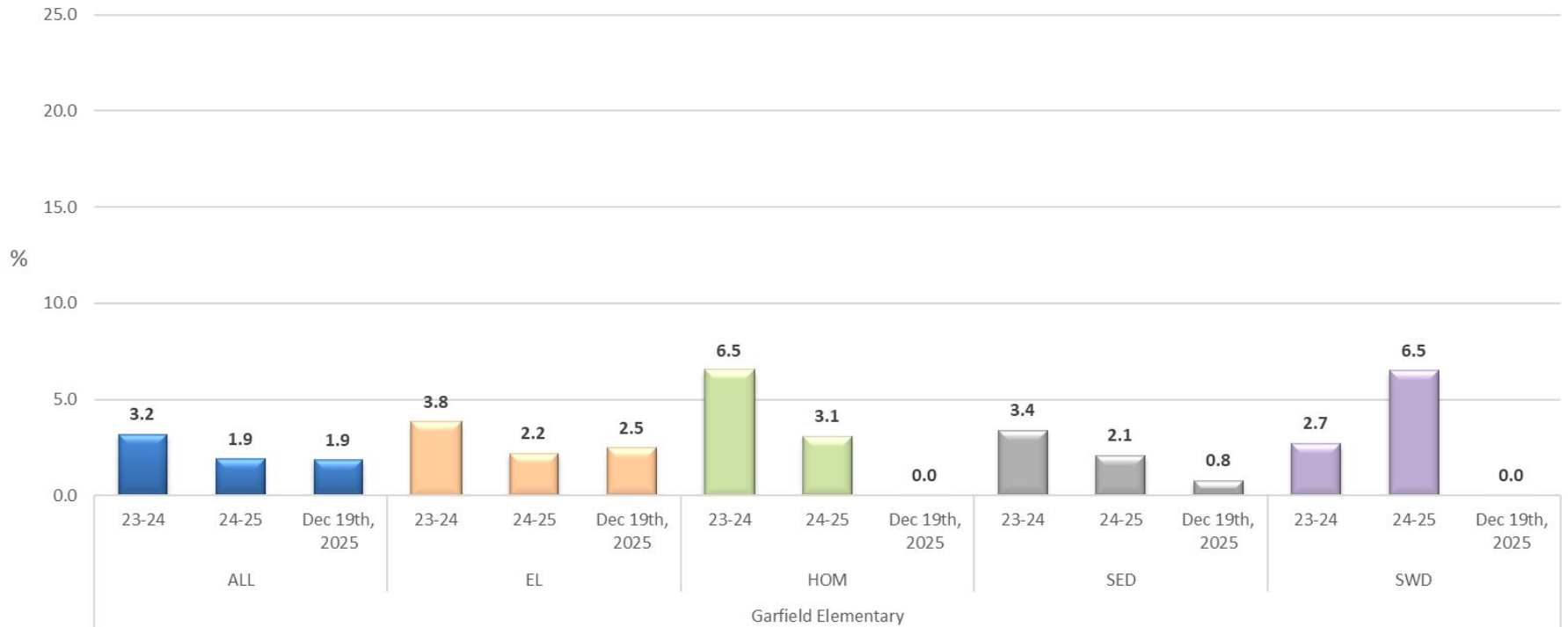


# Chronic Absenteeism

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	28.8%	25.8%	18.6%	15.6%	14.9%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
28.8	-10.2	-3.7

## Suspension Rate



\* Student groups of less than 10 are not presented

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
<b>Suspension Rate</b>  * 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	3.2%	2.7%	1.9%	1.4%	1.9%
		Social Economically Disadvantaged	Decrease	3.4%	2.9%	2.1%	1.6%	0.8%
		EL	Decrease	3.8%	3.3%	2.2%	1.7%	2.5%
		Homeless	Decrease	6.8%	6.3%	3.1%	2.6%	0.0%
		SWD	Decrease	2.7%	1.7%	6.5%	5.5%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	3.2%	1.3	0	Homeless	6.3%	-3.7	-3.1
SED	3.4%	1.3	1.0	SWD	2.7%	+3.8	-6.5
EL	3.8%	1.6	0.3	LTEL			

## **Goal 1 Takeaways:**

- Chronic absenteeism is down, and attendance is up due to consistent implementation of the Attendance Systems and Supports System (e.g., relationship building, daily calls home, inclusive classrooms, engaging lessons, enrichment, various meetings, student video, home visits, perfect attendance awards, and parent awareness via ClassDojo, Newsletters, Cafecito).
- Suspensions have decreased due to PBIS implementation, work with Circle Up, and strong partnership with the Community Center, Individual and group counseling.

## **Next Steps:**

- Implement strategies to support and hold parents accountable for making consistent school attendance decisions, rather than deferring to their child(ren).
- Ideally, give parents flexibility to pick up their kids from our after school programs- currently kids have to be picked up between 5:45 - 6:00, not any earlier, which can be an obstacle.
- Hold a Parent University Workshop (Meet Your Neighbor) to seat families who live nearby together to foster relationships and support.

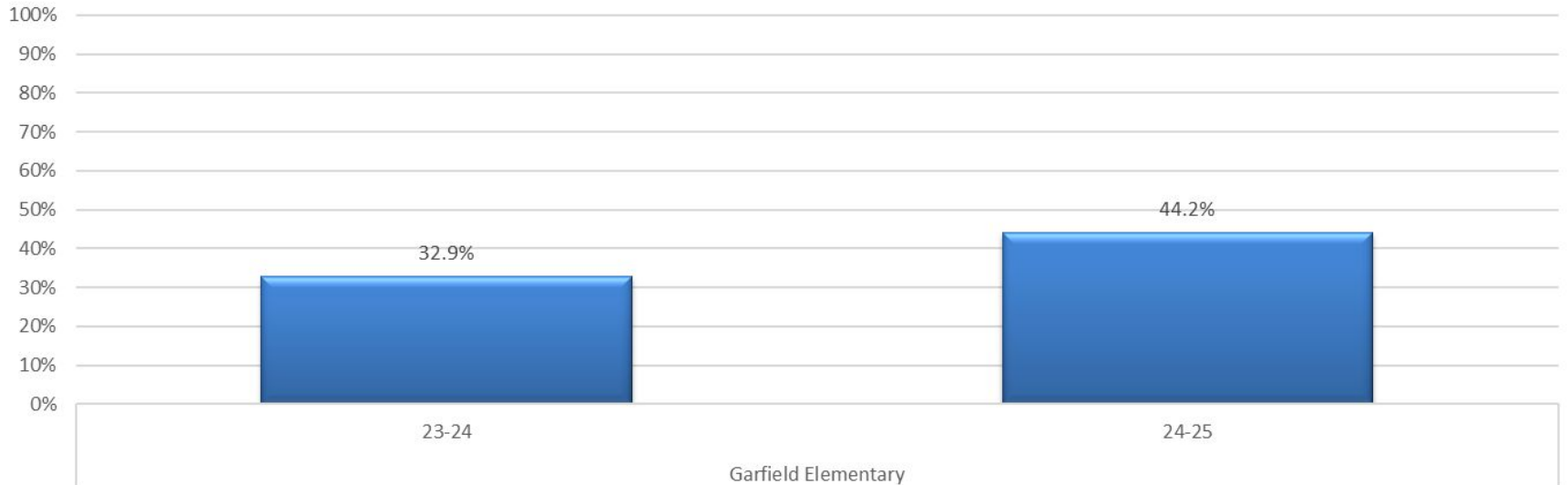
## LCAP Goal #2

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.

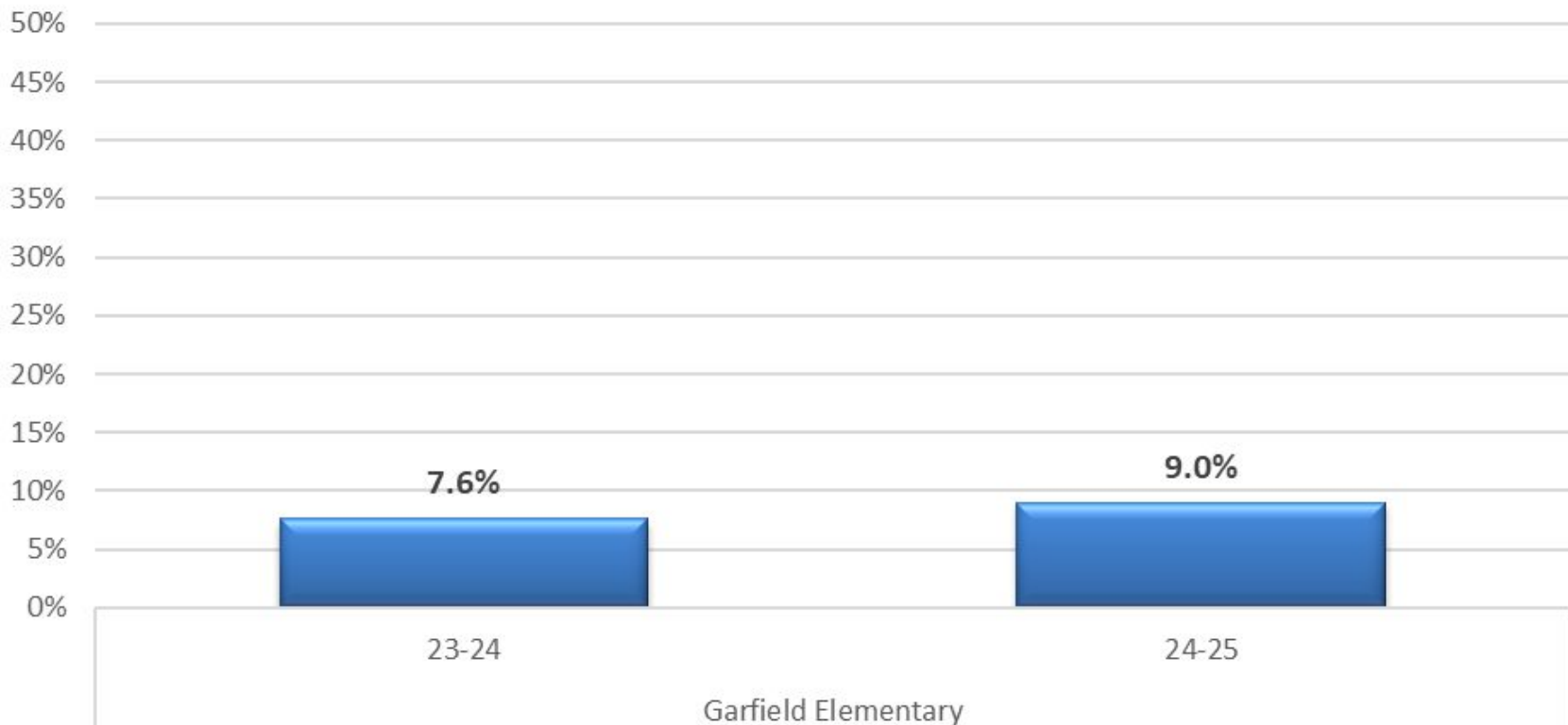
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

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



## RFEP Rate



Garfield Elementary

# 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	32.9%	40.3%	44.2%	49.6%
Reclassification Rate	20%	ELs	Increase	7.6%	11.7%	9.0%	14.5%

	Base	Year 1 difference
<b>ELPAC Progress</b>	32.9	+11.3
<b>Reclassification Rate</b>	7.6	+1.4

## Goal 2: Takeaways

*73% of our students are English Language Learners; 17% are at risk of becoming long-term ELs.*

- Consistent implementation of Designated English Language Development and Integrated ELD
- Professional development from Dr. Saguilan (observing and designing ELD lessons).
- Regularly scheduled release time for teachers to collaborate and plan integrated units with our Coach.
- Newcomer IA provides small group, targeted instruction with our Newcomers.
- After school partnership with Healthy Cities- focus on ELPAC Assessment.
- Provide parents with strategies they can implement at home during our University, ELAC meetings and Cafecitos.

## Next Steps

- Continue learning and improving practices through our work with Dr. Saguilan.
- Dedicate time to deepen understanding of EL standards and language goals/targets.

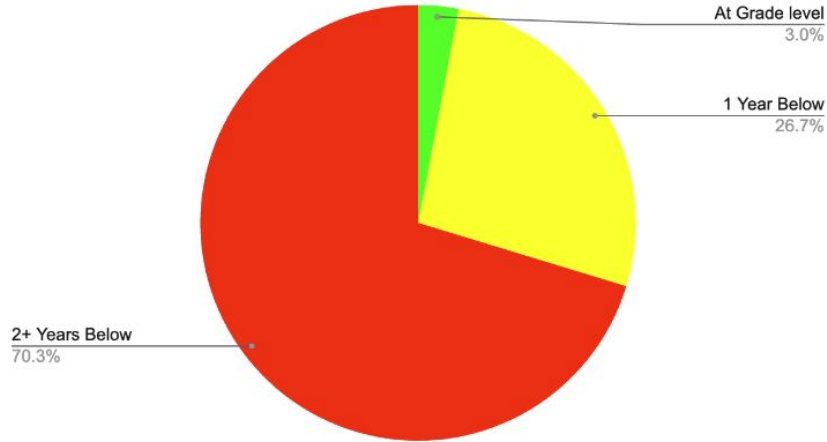
## LCAP Goal #3

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.

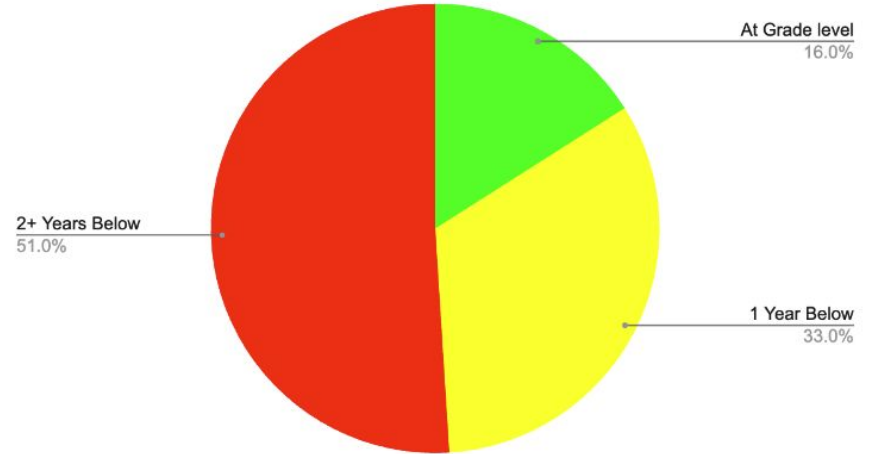
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

# i-Ready ELA Overall

ELA Garfield Fall 2025



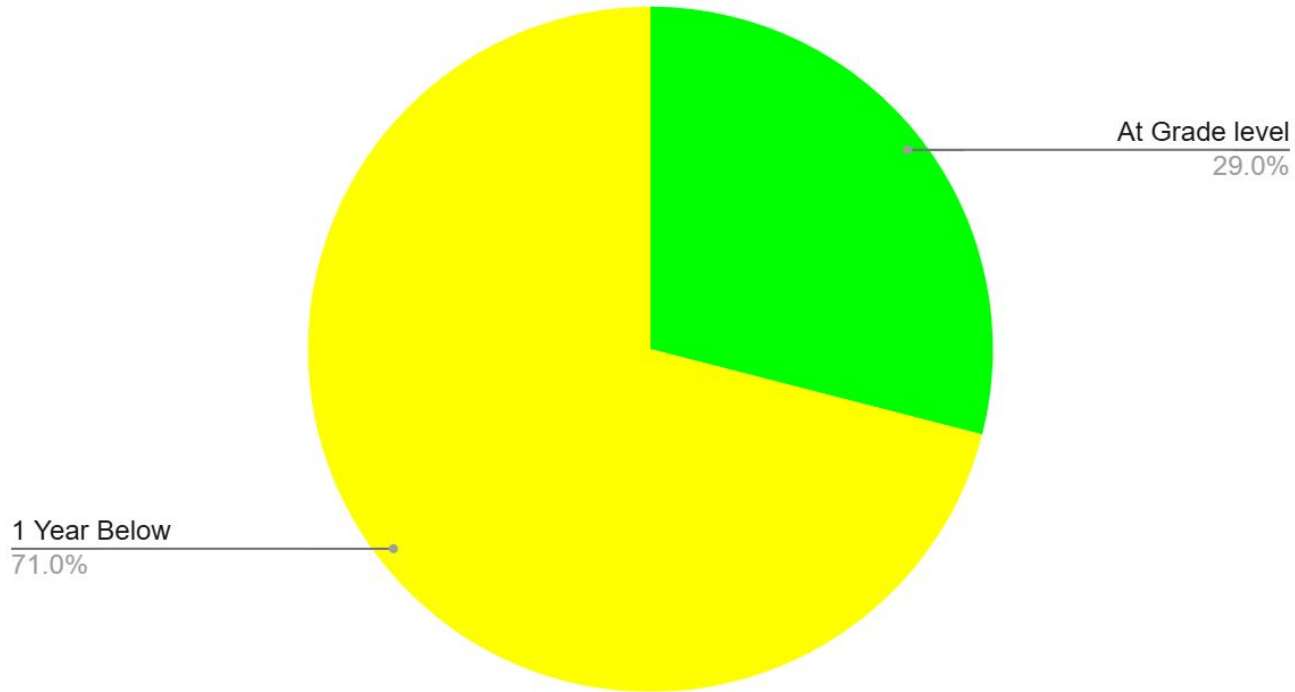
ELA Garfield Winter 2026



	Fall	Winter	Difference
<b>At Grade Level</b>	3%	16%	+13%
<b>1 Year Below</b>	26.7%	33%	+7.7%
<b>2 + Year Below</b>	70.3%	33%	-37.3%

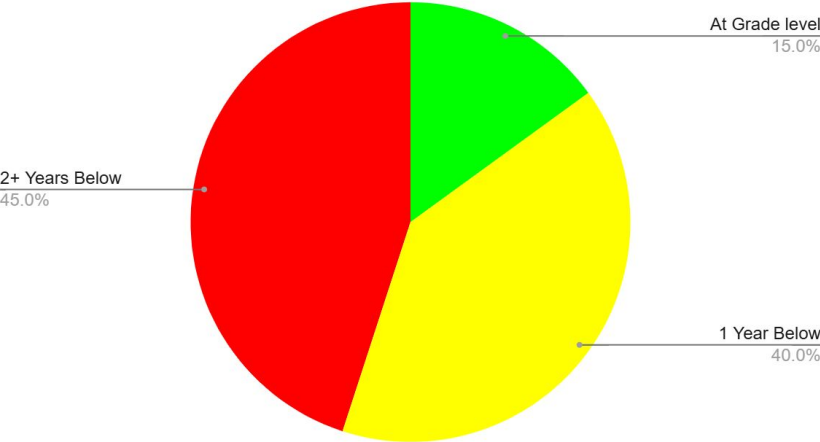
# Kinder Spanish iReady Results

Spanish Garfield Winter 2026

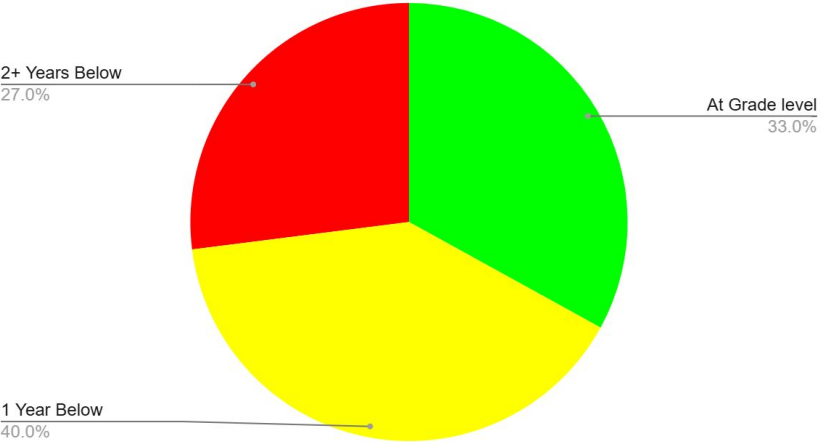


# First and Second Spanish iReady Results

Spanish Garfield Fall 2025



Spanish Garfield Winter 2026



	Fall	Winter	Difference
At Grade Level	15%	33%	+18%
1 Year Below	40%	40%	0%
2 + Year Below	45%	27%	-18%

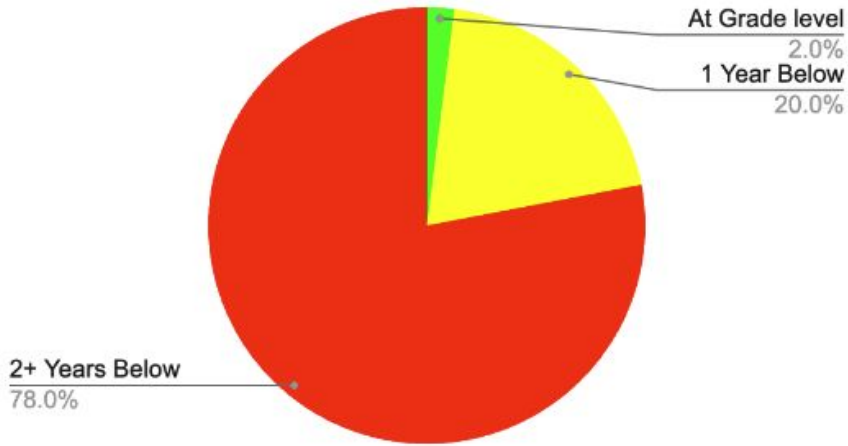
# i-Ready ELA

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	44.7%	48.7%	61.5%	65.5%	60.5%

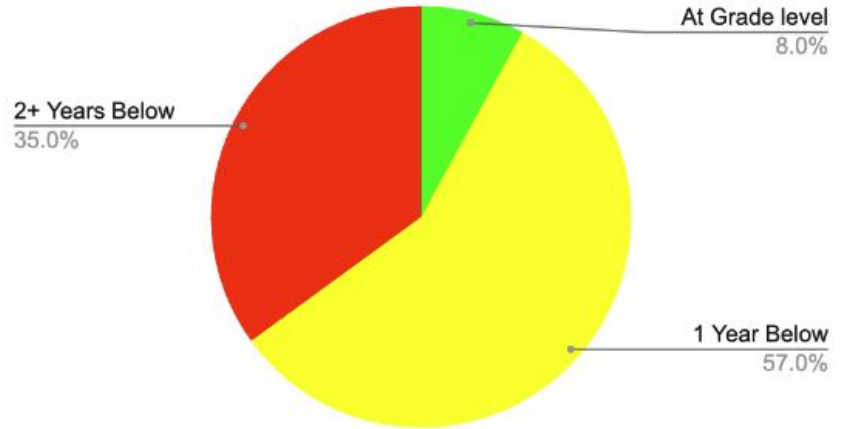
Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
44.7%	+16.8	-1%

# i-Ready Math Overall

Math Garfield Fall 2025



Math Garfield Winter 2026



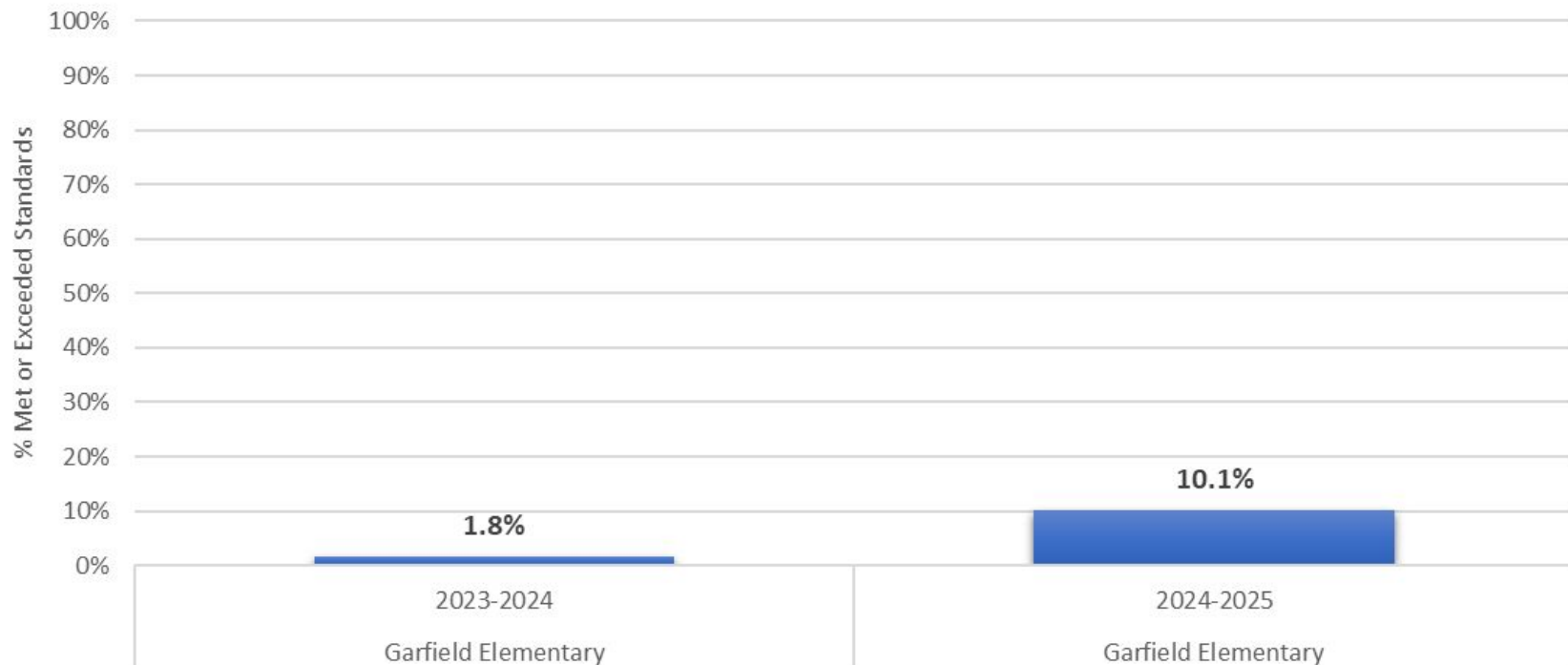
	Fall	Winter	Difference
<b>At Grade Level</b>	2%	8%	+6%
<b>1 Year Below</b>	20%	57%	+37%
<b>2 + Year Below</b>	78%	35%	-43%

# i-Ready 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 <b>Math</b> Expected Growth	4% increase each year	All students	Increase	39.2%	43.2%	41.0%	45.0%	70.4%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
39.2%	+1.8	+29.4%

## English Learners ELA - Met or Exceeded Standards

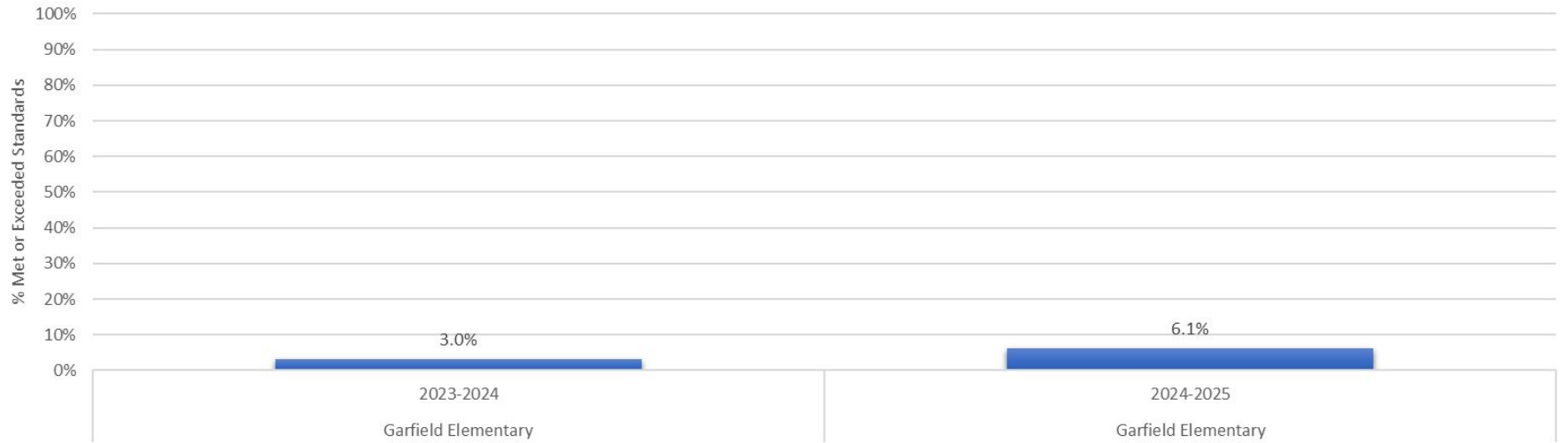


# CAASPP ELA

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	1.8%	7.8%	10.1%	15.5%

Base	Year 1 difference
1.8%	+8.3

## English Learners Math - Met or Exceeded Starndards



# 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	3.0%	7.3%	6.1%	11.1%

Base	Year 1 difference
3.0%	+3.1

### Goal 3 Takeaways:

- Focus on Tier 1: Core instruction uses CRLP strategies for multiple access points and student processing/discussion opportunities.
- New Benchmark pilot for ELA K-5, teachers are continue to plan for instruction using the reading comprehension articles and embedding the CRLP strategies.
- Teachers receive coaching (visits, demos, collaborative planning during bi-weekly half-day release).
- Common assessments aligned with PLC goals inform instruction.
- Targeted small group instruction aligned with Reading Intervention schedules.
- Parent University includes a variety of parent selected topics.
- Literacy Team attends ongoing professional development as part of LCRSET grant: Coaching, Parent Engagement and Plan Do Act Study (PDAS) Learning Cycles.
- Strong partnership with Community School
  - BGCP Tutoring (CAP, Air Reading, Classroom Teachers, Healthy Cities), Counseling, Second Harvest, Attendance...

### Next Steps:

- Reading at home incentive program.
- Continue with planning days for all staff.
- Professional Learning Communities work will continue next year with a more progress monitoring and planning for ELA and Math.
- Daily targeted groups at each grade level

Questions? Thank you!