



EST. 1948

**TAFT COMMUNITY  
SCHOOL**

Board Presentation  
March 25, 2026

# LCAP GOAL #1

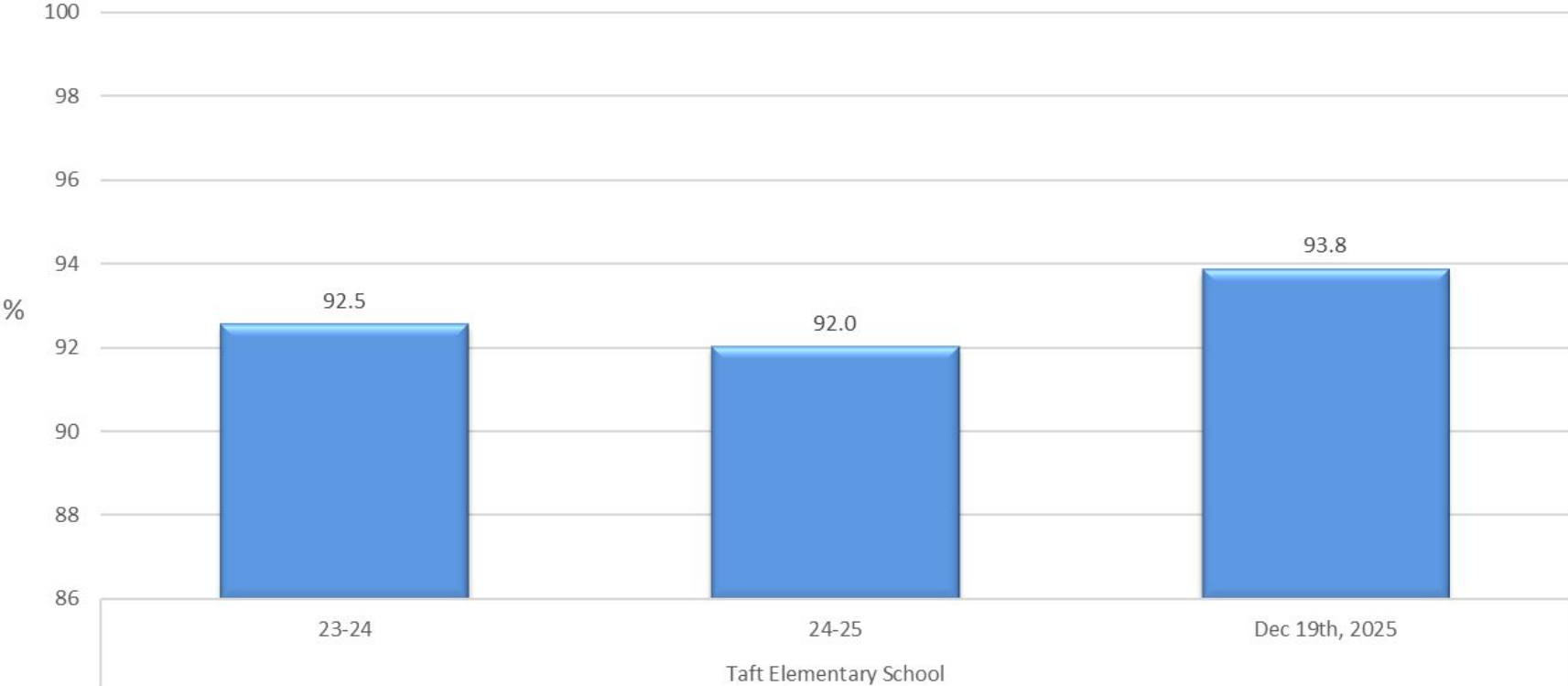
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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 LTEs.

# Attendance Rate

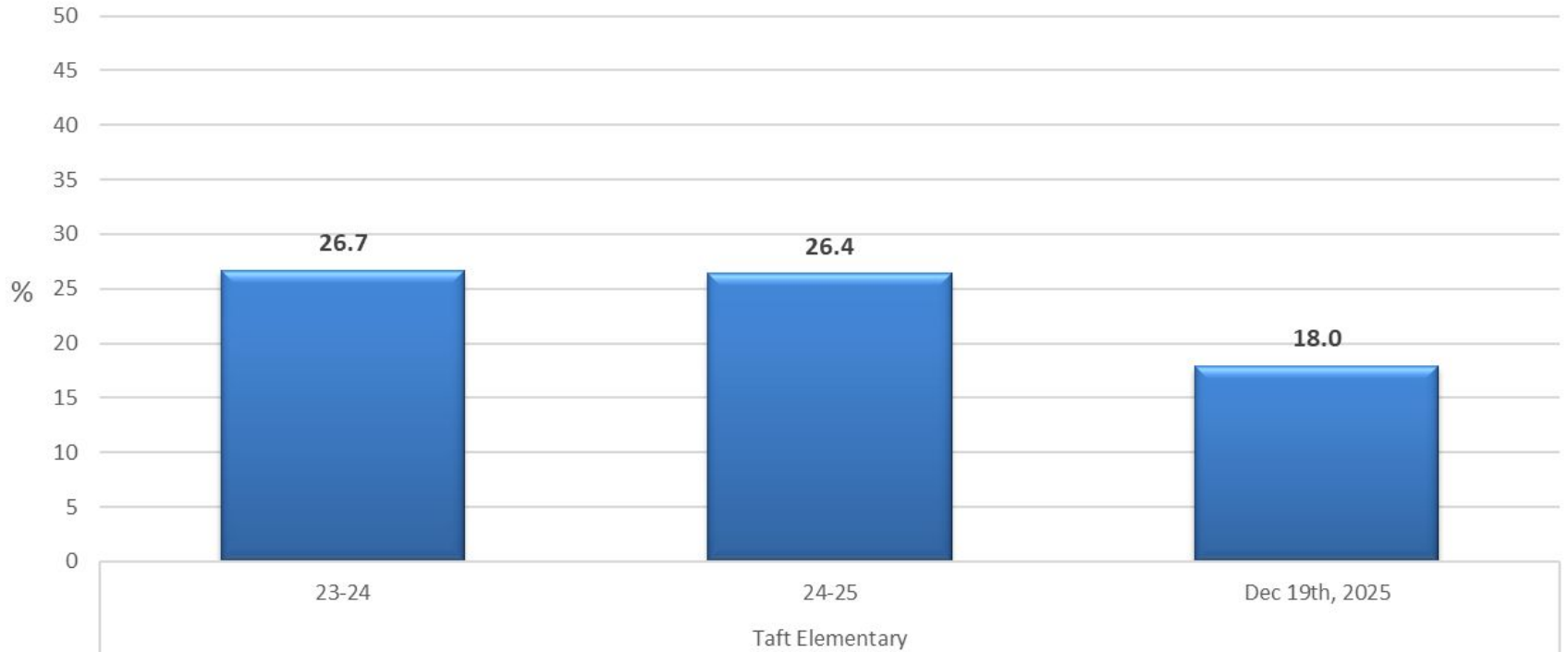


# Attendance Rate

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	92.5%	94.2%	92%	94%	93.8%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
92.5%	-.05	+1.8

## Chronic Absenteeism Rate

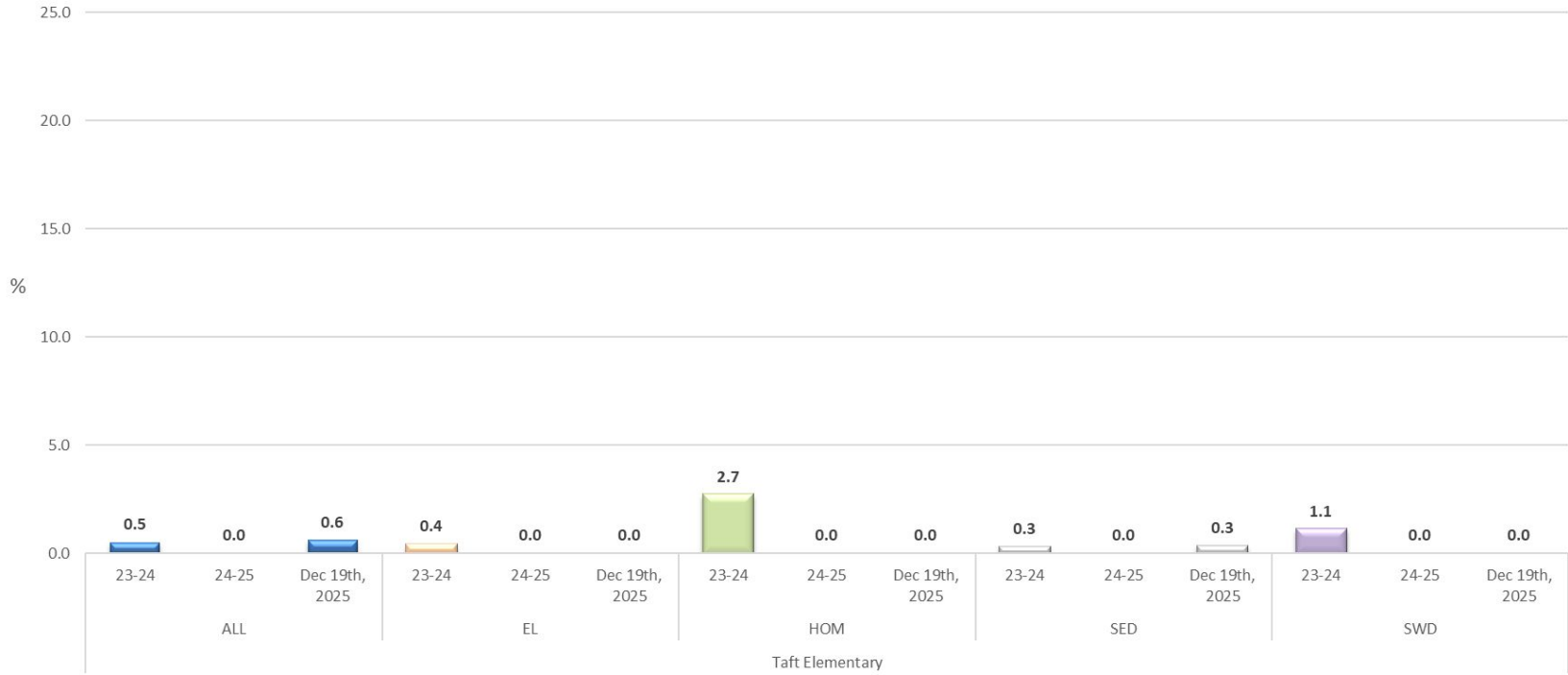


# Chronic Absenteeism

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	26.7%	23.7%	26.4%	23.4%	18%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
26.7	-0.3	-7.4

## Suspension Rate



\* 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 <small>* Student groups of less than 10 are not presented</small>	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	0.5%	0.0%	0.0%	0.0%	0.6%
		Social Economically Disadvantaged	Decrease	0.3%	0%	0.0%	0.0%	0.3%
		EL	Decrease	0.4%	0%	0.0%	0.0%	0.0%
		Homeless	Decrease	2.7%	2.2%	0.0%	0.0%	0.0%
		SWD	Decrease	1.1%	0.1%	0.0%	0.0%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	0.5	-0.5	+0.6	Homeless	2.7	-2.7	0
SED	0.3	-0.3	+0.3	SWD	1.1	-1.1	0
EL	0.4	-0.4	0	LTEL			

# Goal 1: Takeaways and Next Steps

## Attendance & Chronic Absenteeism

- Increased attendance monitoring via attendance team meetings, communicated with families who are at risk of chronic absenteeism and conducted SESP plans
- Bi-weekly parent newsletter provides ongoing reminders and support to students regarding attendance expectations
- Monthly Attendance Contests and Perfect Attendance recognition during trimester award ceremonies
- Tracked the number of students who go on Independent Studies and review their attendance history to check for patterns

## Barriers Encountered

- Frequent student illness and medical appointments leading to repeated absences
- Housing and transportation difficulties or inconsistent access to reliable transportation and or housing
- Family responsibilities such as caring for siblings or supporting family needs
- Limited parent/guardian response to communication attempts

## Next Steps

- Targeted attendance interventions and early outreach to families when attendance concerns arise done by Community School Specialist (CSS)
- CSS develops collaborative action plans with families and Tier 2 supports such as SESP
- Review and analyze weekly attendance data during scheduled “Attendance Team” meetings
- Continue with Attendance Contests for each classroom, and monthly prizes for students who have perfect attendance.
- Continue to utilize the Family Center to connect families with school and community resources such as food assistance, housing support, healthcare services, counseling, or other services that may help address barriers impacting attendance.

# Goal 1: Takeaways and Next Steps

## Suspension

- Provided tiered behavioral supports and restorative practices to reduce suspensions.
- Tracked behavior daily and intervened when patterns arise
- Consistently use our PBIS program and promote our Dolphin Traits (Respectful, Responsible, Safe, Problem Solver)
- Use Wayfinder, our SEL curriculum, to promote social skills and responsible behavior and decision making
- Communicate with parents regularly
- Offer and provide counseling and restorative services/practices

## Barriers Encountered

- Very few.
- Constant communication with parents from teachers and administrators alleviate the tension in the event a suspension is needed.

## Next Steps to continue:

- Tracking behavior daily and intervening when patterns arise
- PBIS program and promote our Dolphin Traits (Respectful, Responsible, Safe, Problem Solver) and weekly raffle
- Increase the amount of PBIS posters/banners found throughout campus and in the classroom
- Wayfinder, our SEL curriculum, to promote social skills and responsible behavior and decision making
- Communicate with parents regularly
- Offer and provide counseling and restorative services/practices

## LCAP Goal #2

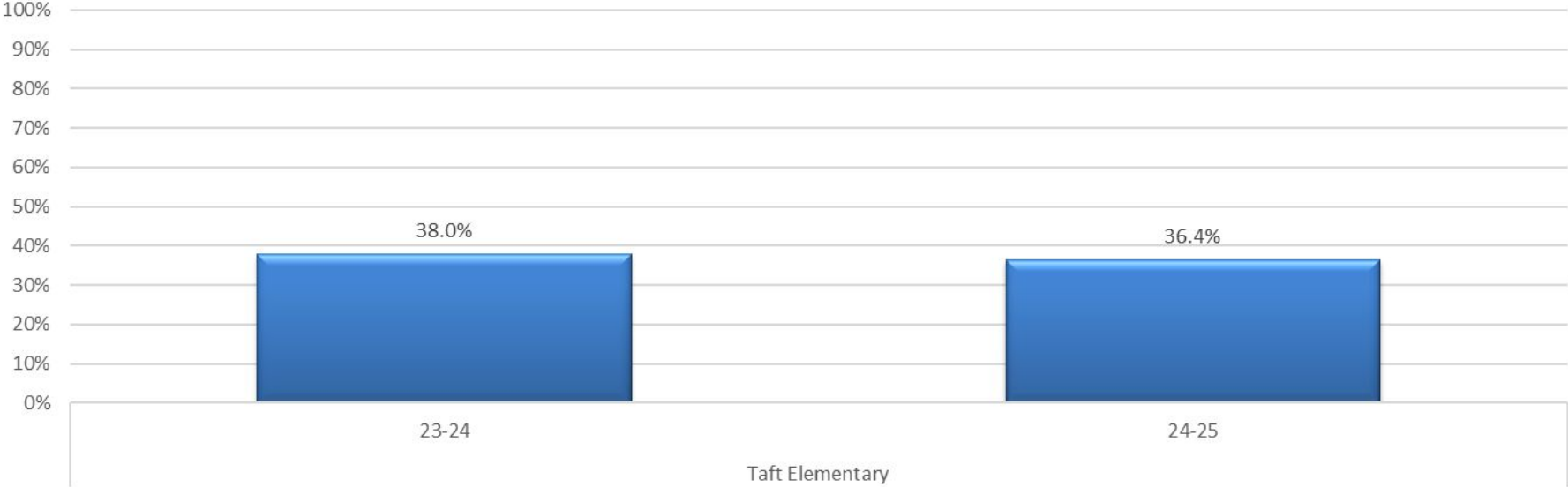
By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

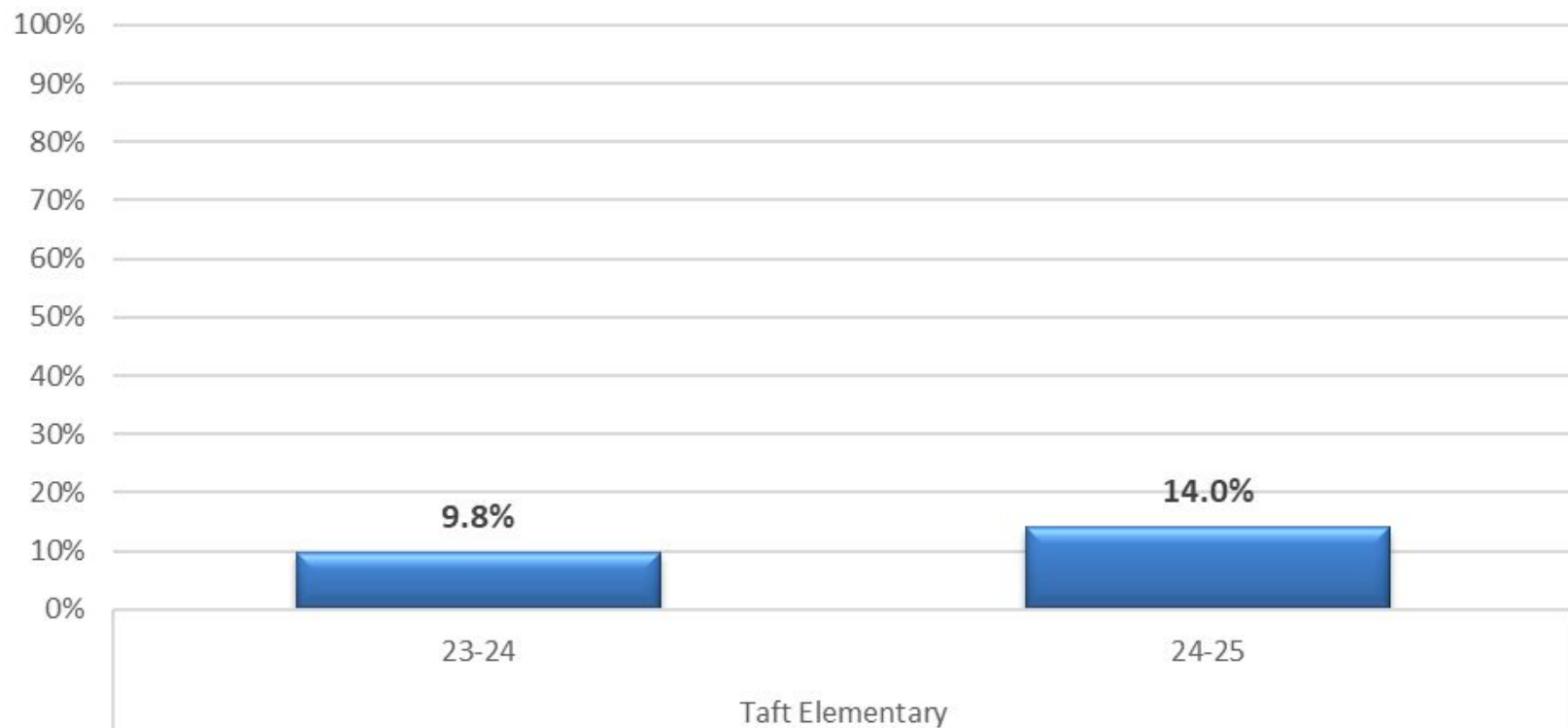
Decrease our Long Term English Learner to 10%

# ELPAC Level growth

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



## RFEP Rate



# English Learner

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	37.4%	43.3%	36.4%	45.7%
Reclassification Rate	20%	ELs	Increase	10.0%	13.3%	14.0%	17.0%

	Base	Year 1 difference
<b>ELPAC Progress</b>	37.4	-1.0
<b>Reclassification Rate</b>	10.0	+4.0

# Goal 2: Takeaways and Next Steps

## English Language Development

- Implemented designated and integrated ELD instruction across grade levels. Currently grades 2-5 rotate ELD groups during ELD block.
- Administrator mini-observations highlight the use of designated/integrated ELD strategies across content areas.
- Used ELPAC data to identify students needing targeted support. Intentionally done for reading intervention groups and ELPAC test prep.
- Teachers collaborate and purposely plan their ELD lessons based on ELPAC proficiency levels and capabilities.
- Currently collecting writing samples in K-2 to monitor student writing over time, improve instructional quality and support early intervention
- Healthy Cities Tutoring (HCT) provides ELD and ELPAC test prep tutoring weekly to 12-15 students

## Barriers Encountered

- Students entering with varying levels of English proficiency.
- Limited instructional time for targeted ELD support.
- Attendance among ELLs and SWD impacting consistent language development.

# Goal 2: Takeaways and Next Steps

## Next Steps for English Language Development

- Continue strengthening ELD instruction by using ELPAC and iReady data to identify specific language and literacy needs
- Use ELPAC and iReady data to intentionally group students based on language proficiency and skill gaps
- Continue small-group instruction aligned to identified needs, focusing on both language development and grade-level content access
- Monitor student progress regularly and adjust instructional groups and strategies based on ongoing data analysis
- Review and integrate EL Learner Roadmap into our PLCs and staff meetings

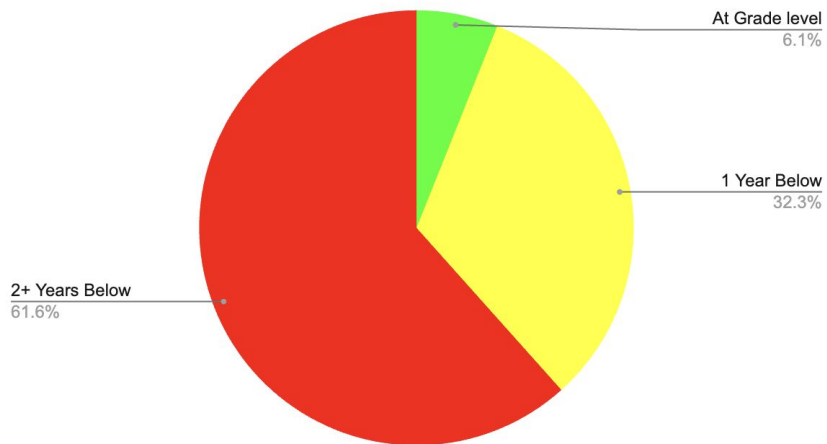
## LCAP Goal #3

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.

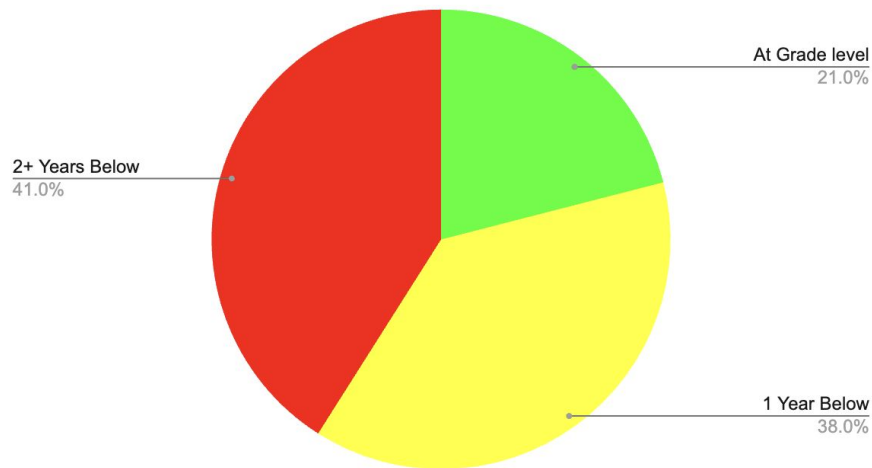
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

# iReady ELA Overall

ELA Taft Fall 2025

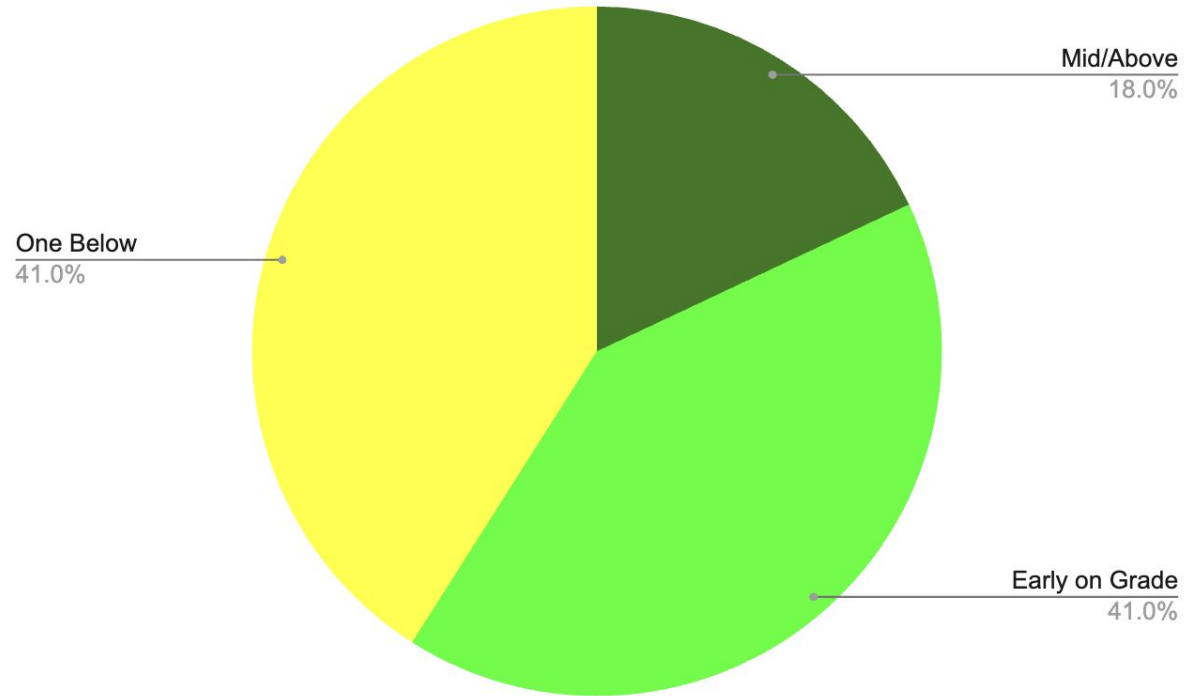


ELA Taft Winter 2026



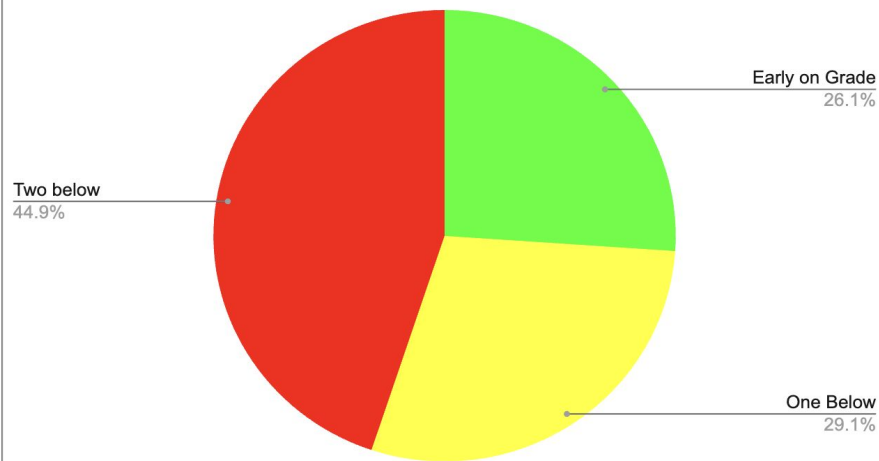
	Fall	Winter	Difference
<b>At Grade Level</b>	6.1%	21%	+14.9%
<b>1 Year Below</b>	32.3%	38%	+5.7%
<b>2 + Year Below</b>	61.6%	41%	-20.6%

# Kinder Spanish iReady Results

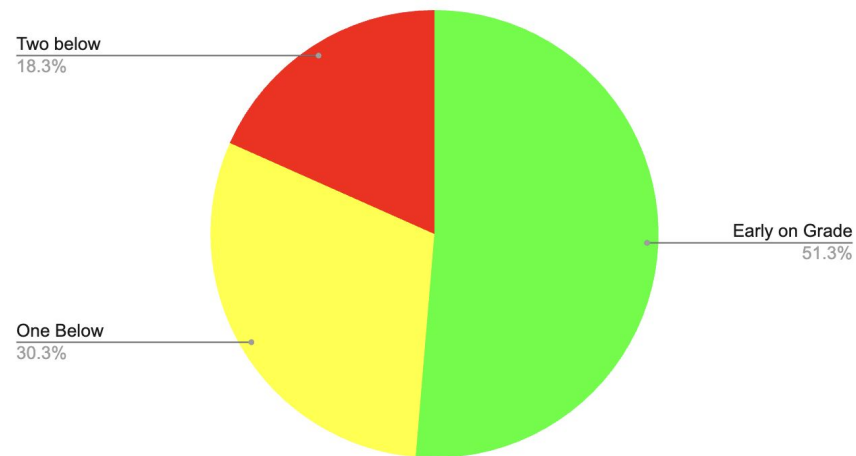


# Spanish iReady Scores 1st-3rd

Fall 2025



Winter 2026



	Fall	Winter	Difference
<b>At Grade Level</b>	26.1%	51.3%	+25.2%
<b>1 Year Below</b>	29.1%	30.3%	+1.2%
<b>2 + Year Below</b>	44.9%	18.3%	-26.6%

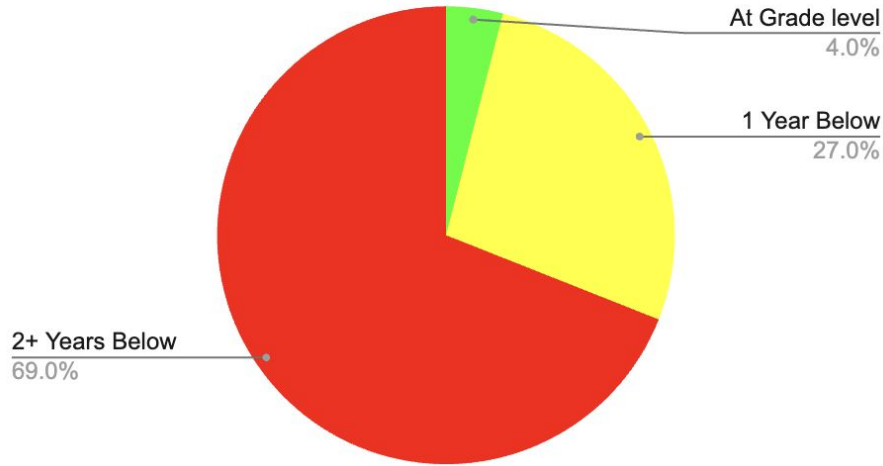
# iReady ELA

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 rate
i-Ready Reading Expected Growth	4% increase each year	All students	Increase	50.5%	54.5%	59.3%	63.3%	65.4%

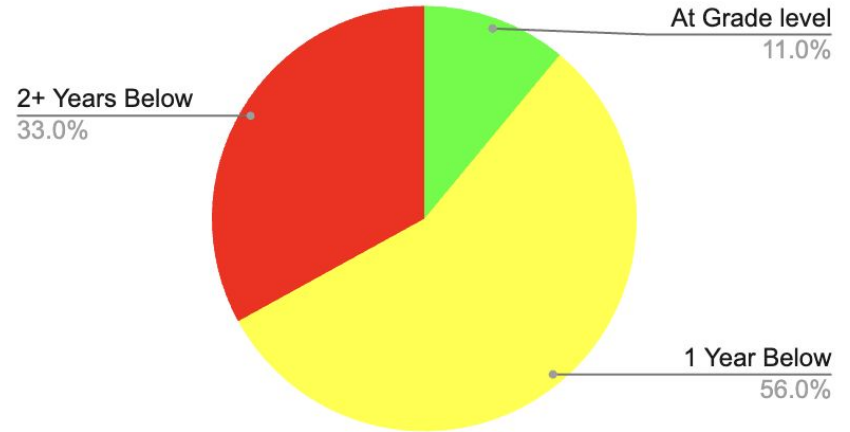
Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
50.5	+8.8	+6.1

# iReady Math Overall

Math Taft Fall 2025



Math Taft Winter 2026



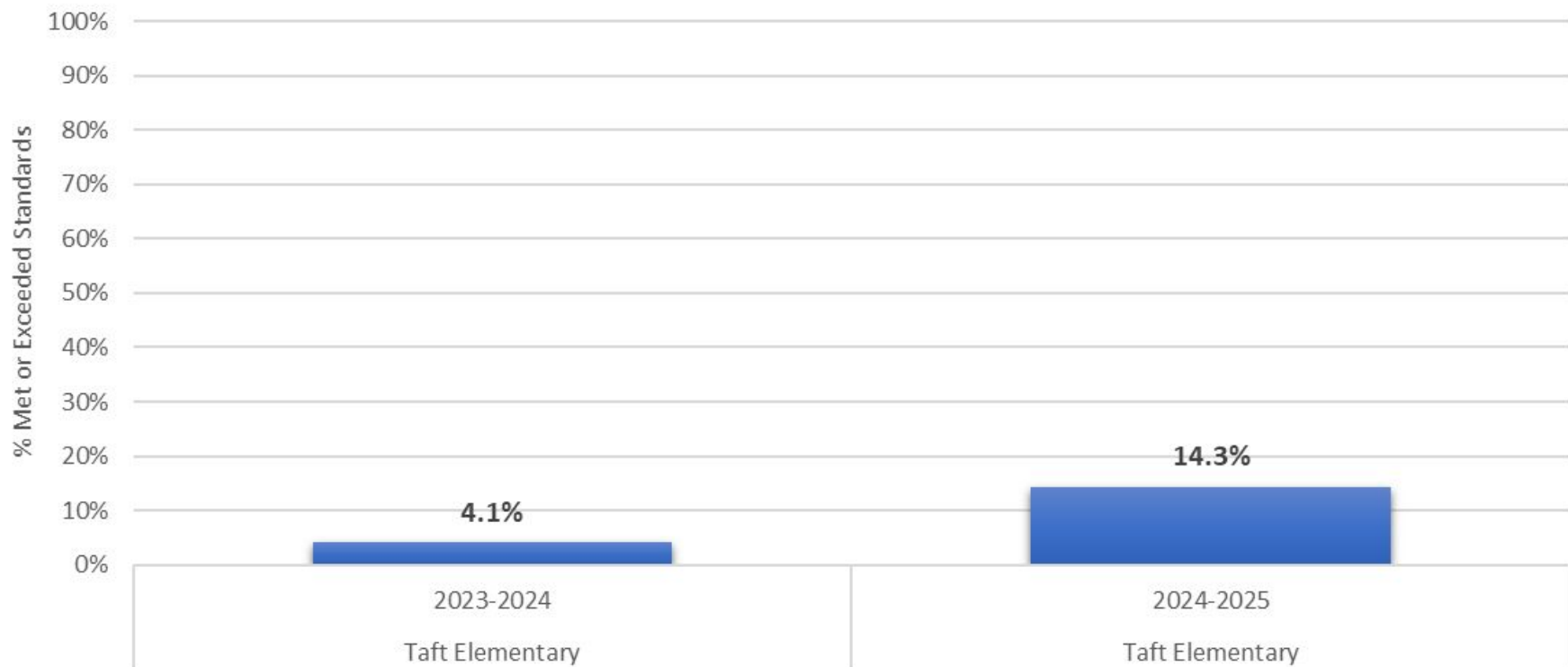
	Fall	Winter	Difference
<b>At Grade Level</b>	4%	11%	+7%
<b>1 Year Below</b>	27%	56%	+29%
<b>2 + Year Below</b>	69%	33%	-36%

# 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 rate
i-Ready Math Expected Growth	4% increase each year	All students	Increase	45.0%	49.0%	34.2%	38.2%	61.2%

Base	Year 1 difference	Year 2 difference ( Mid year data) Difference from Year 1
45.0%	-10.8	+27.0%

# English Learners ELA - Met or Exceeded Standards

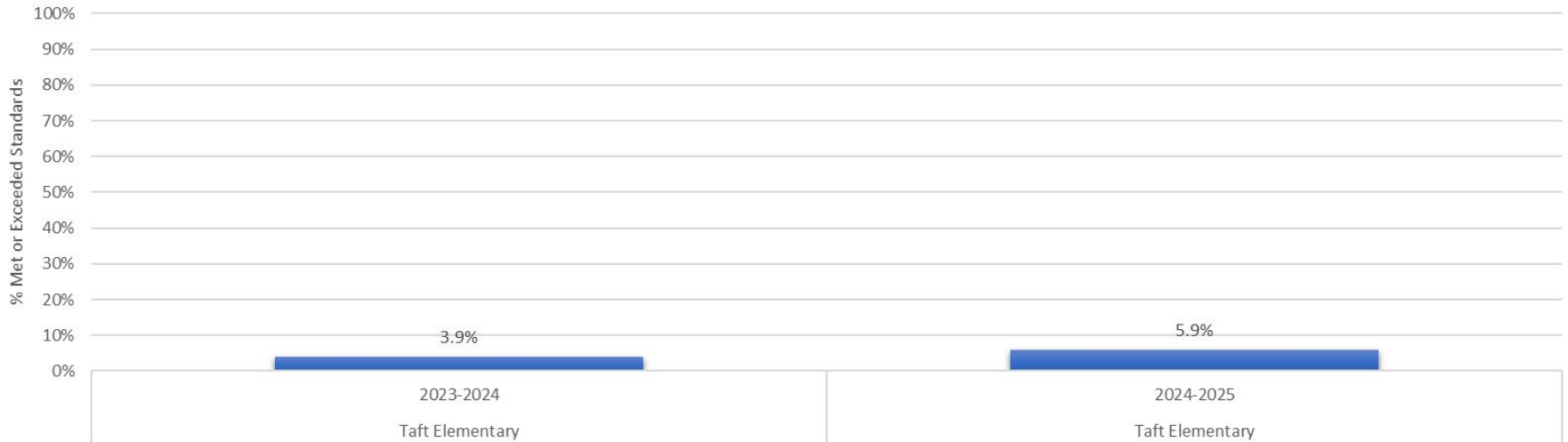


# CAASPP ELA: English Learners

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
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	4.1%	9.4%	14.3%	17.2%

Base	Year 1 difference
4.1	+10.2

## English Learners Math - Met or Exceeded Standards



# CAASPP Math: 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
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	3.9%	7.9%	5.9%	11.0%

Base	Year 1 difference
3.9%	+2.0

# Goal 3: Takeaways and Next Steps

## Academics

- Teachers implement targeted small-group instruction during ELA and Math blocks, using i-Ready, ELPAC, and previous CAASPP data to meet individual student needs.
- Classrooms maintain structured intervention routines and consistent expectations to maximize instructional time and student engagement.
- Instruction is aligned to ELA and ELD standards, using ELPAC domain data and iReady diagnostics alongside the district-adopted curriculum.
- Teachers use data-driven grouping and flexible instructional planning, adjusting groups based on student progress.
- Ongoing progress monitoring (iReady, ELPAC, formative assessments, previous CAASPP) is used to refine instruction and interventions.
- Teachers engage in collaborative PLCs with grade-level teams, the reading intervention teacher, and instructional coach to analyze data and improve practice.
- Grades 3–5 participate in a planning pilot, strengthening literacy, writing, and math instruction through aligned practices (Benchmark, CRLP), resulting in measurable gains, including strong reading growth in 4th grade skills

# Goal 3: Takeaways and Next Steps

## Barriers for Academics

- A significant number of students entered the year two or more grade levels below in reading and math, requiring intensive support.
- Proficiency levels vary in each class resulting in explicit instruction and scaffolding that requires more time spent on particular content areas
- Limited instructional time has made it challenging to close foundational skill gaps in literacy and numeracy.
- Chronic absenteeism and student mobility have disrupted consistent instruction and slowed student progress.

## Next Steps to continue:

- Daily targeted small-group intervention focused on foundational reading and math skills in grades K-2
- Using ELPAC, iReady, and CAASPP data to refine small groups and adjust instruction in grades 3-5
- Conduct CAASPP test prep for both ELA and math between now and May
- Monthly Professional Learning Community cycles of inquiry to support intervention and enrichment
- Focused work on Universal Design for Learning as a school site.

Questions? Thank you!



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