



Board Presentation
April 1, 2026

LCAP GOAL #1

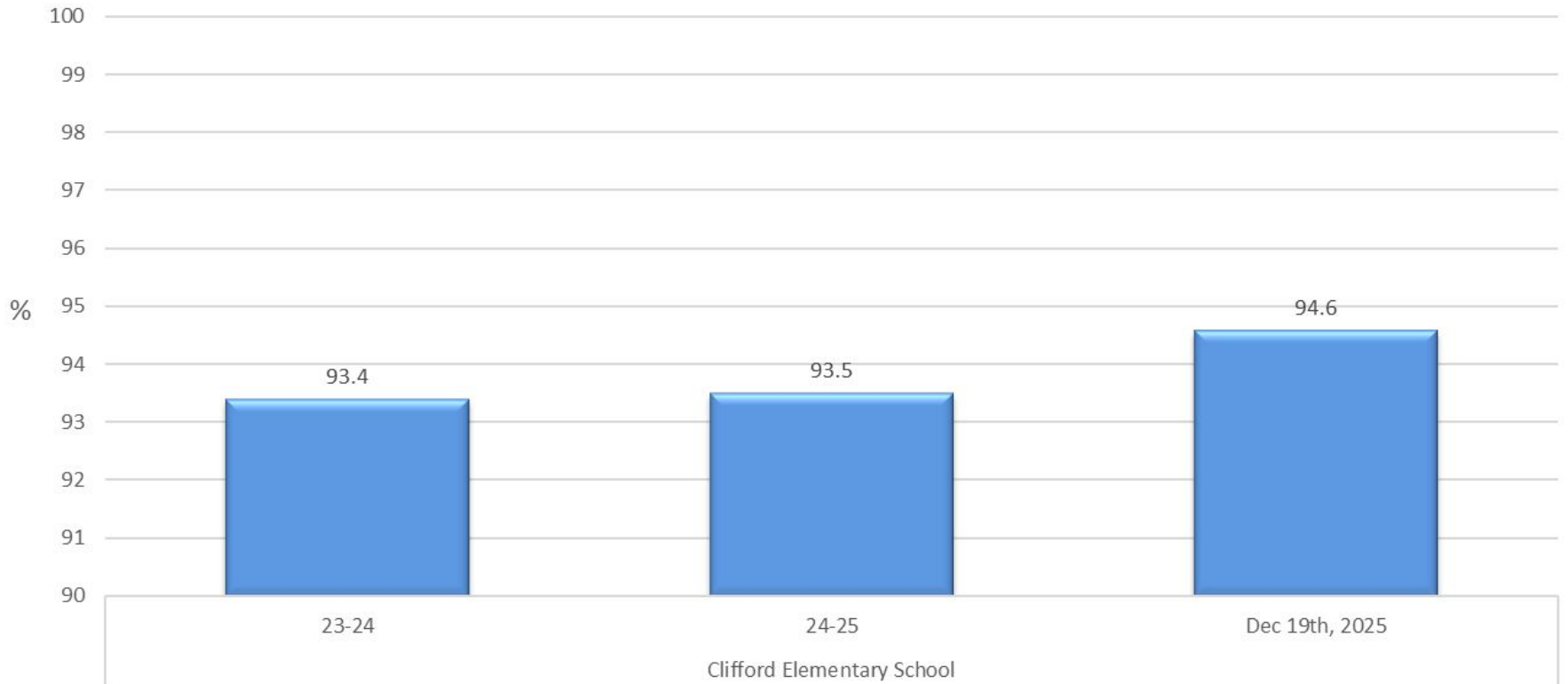
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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.

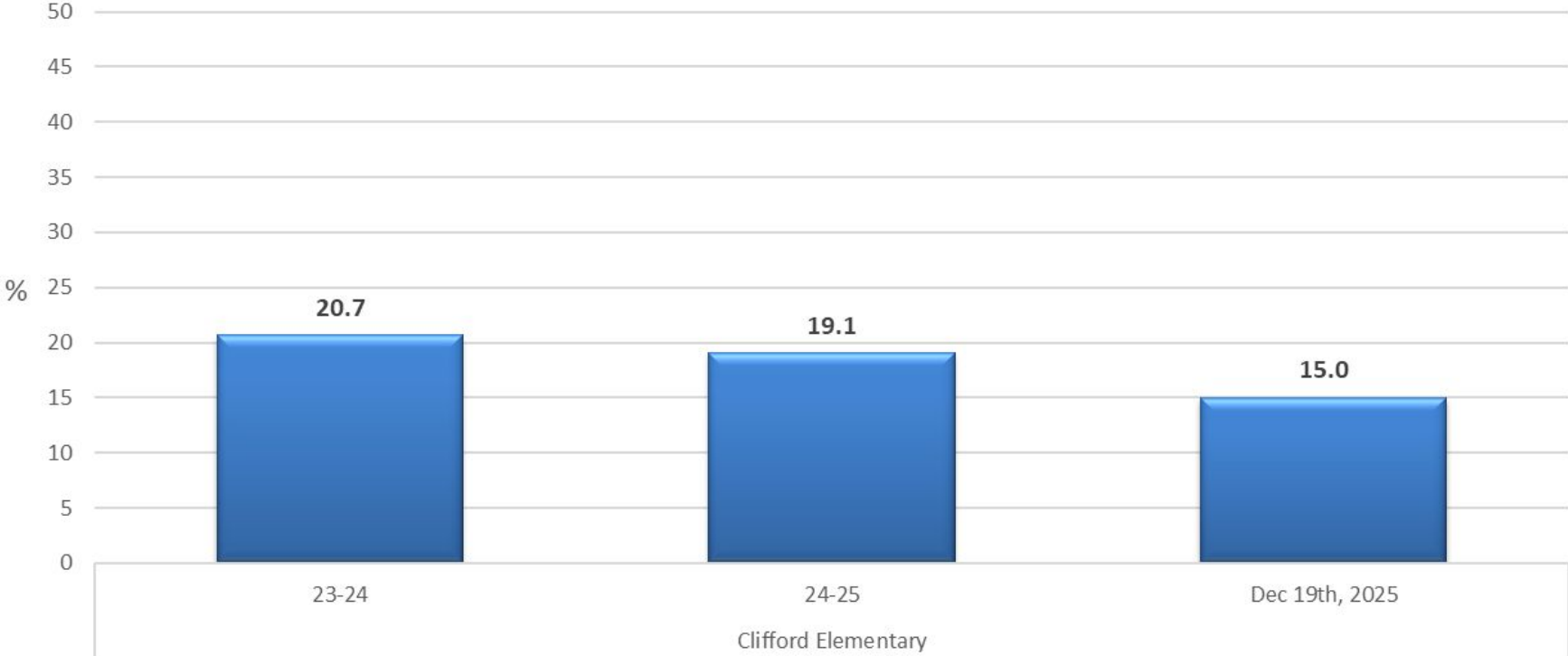
Attendance Rate



Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	93.4%	95.4%	93.5%	95.5%	94.6%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
93.4	0.1	1.1

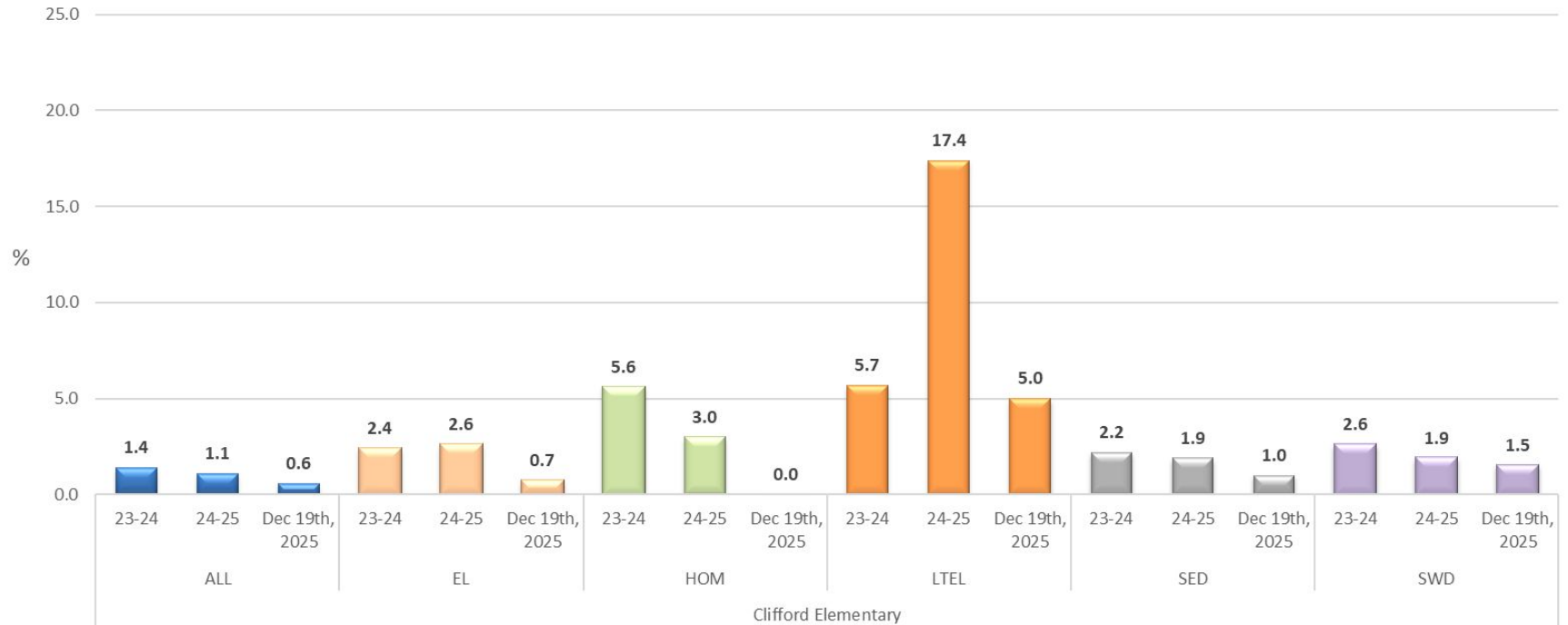
Chronic Absenteeism Rate



Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	20.7%	17.7%	19.1%	16.1%	15.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
20.7%	-1.6	-4.1

Suspension Rate



* Student groups of less than 10 are not presented

Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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
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	1.4%	0.9%	1.1%	0.6%	0.6%
		Social Economically Disadvantaged	Decrease	2.2%	1.7%	1.9%	1.4%	1.0%
		EL	Decrease	2.4%	1.9%	2.6%	2.1%	0.7%
		Homeless	Decrease	5.6%	5.1%	3.0%	2.5%	0.0%
		SWD	Decrease	2.6%	1.6%	1.9%	0.9%	1.5%
		LTEL	Decrease	5.7%	4.7%	17.4%	16.4%	5.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	1.4%	0.3	0.5	Homeless	5.6%	-2.6	-2.6
SED	2.2%	0.3	0.9	SWD	2.6%	-0.7	-0.4
EL	2.4%	+0.2	-1.9	LTEL	5.7%	+11.7	-6.7

Goal 1: Takeaways and Next Steps

Attendance Takeaways

- Large attendance boundary, transportation continues to be a barrier.
- Positive trends for improved attendance for weeks with common low attendance - raffles, events, positive school climate

Attendance Next Steps:

- Continue with Attendance Team Bi-Weekly Meetings & Outreach, Office Team Follow Up
- Stay current with SESP meetings and parent conferences
- Continue attendance incentives: Class awards, attendance raffles, perfect attendance certificates, parent communication
- Improved communication & systems for Independent Study
- Collaborate with the SPED department for chronically absent students with IEPs

Behavior Management/Suspensions Takeaways:

- Screen Team & MTSS team meetings - Referral Process & Support Working
- Restorative Practices, Reflections, Logical Consequences, Alternatives to Suspension
- Team Approach - Behavior Plans, Family Conferences

Behavior Management/Suspensions Next Steps:

- Continue utilizing alternatives to suspension & restorative practices
- Continue with PBIS & SEL practices
- Improve systems for data collection and analysis
- Continue with family conferences for at risk students
- Improve intervention systems for student reflection & goal setting
- Collaborate with the SPED department for BIP development & consistent support for students with IEPs

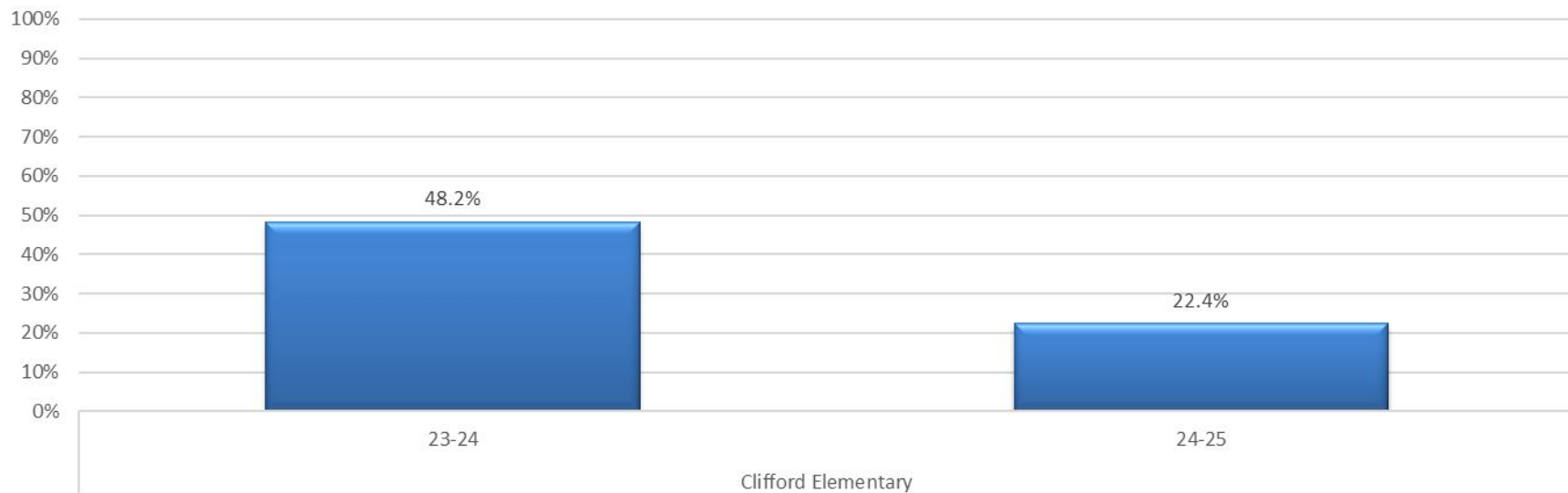
LCAP Goal #2

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.

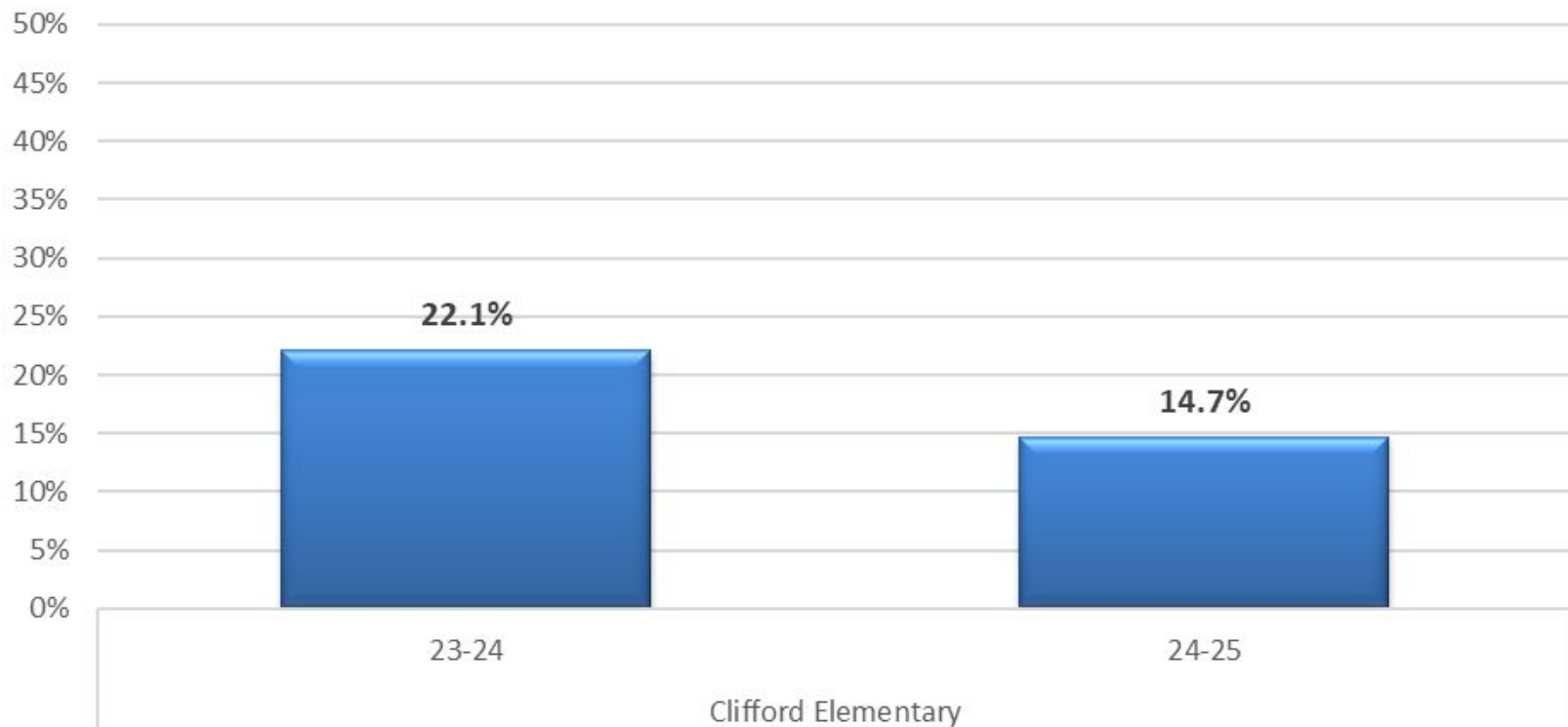
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

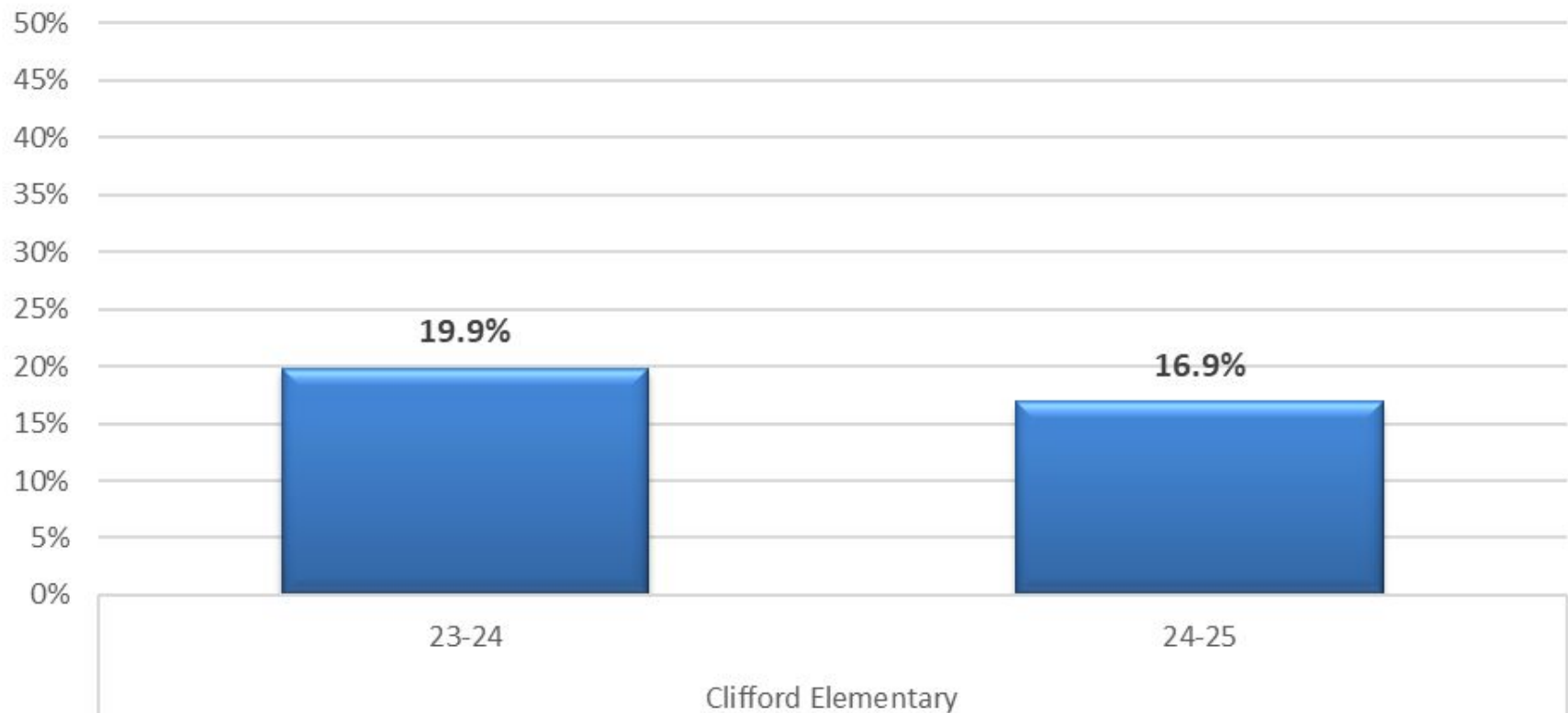
ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



RFEP Rate



LTEL rate



Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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	48.2%	50.5%	22.4%	52.7%
Reclassification Rate	20%	ELs	Increase	22.1%	22.0%	14.7%	17.5%
LTEL Rate	10%	ELs	Decrease	19.9%	16.6%	16.9%	13.3%

	Base	Year 1 difference
ELPAC Progress	48.2%	-25.8
Reclassification Rate	22.1%	-7.4
LTEL Rate	19.9%	-3

Goal 2: Takeaways and Next Steps

Takeaways

- Dually Identified Students - 27% of ELs are SWD, 17% are SLC students, 53% LTELS are SWD
- 18% of EL students are Newcomers
- 43% of current EL students are ELPAC Level 1, 26% are ELPAC Level 3
- Increase EL Parent Participation
- Summer School Support for ELs

Next Steps

- Continue with Culturally Responsive Practices & ELD Roadmap Staff PD
- Continue with Language Power implementation & regrouping of students
- Plan for ELs in class configurations to enhance ELD instruction.
- LTELS: Daily ELD for Middle School students
- 26-27 Designated & Integrated ELD Coaching
- Monthly PLCs in writing and math in 26-27 school year.
- Continue to prioritize ELs & Unduplicated students for Reading Support, Healthy Cities, & Tutoring
- Full-time ELD Teacher 2026-2027
- Continue with after-school EL support & ELPAC preparation
- Tier 3: Language Power Support for Dually Identified Students

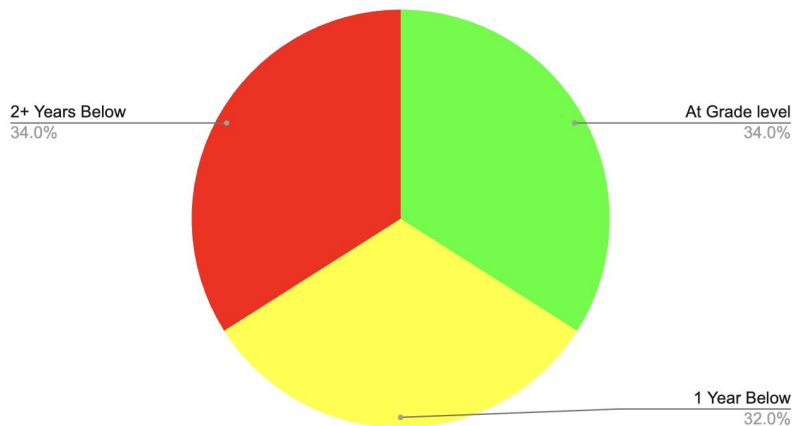
LCAP Goal #3

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.

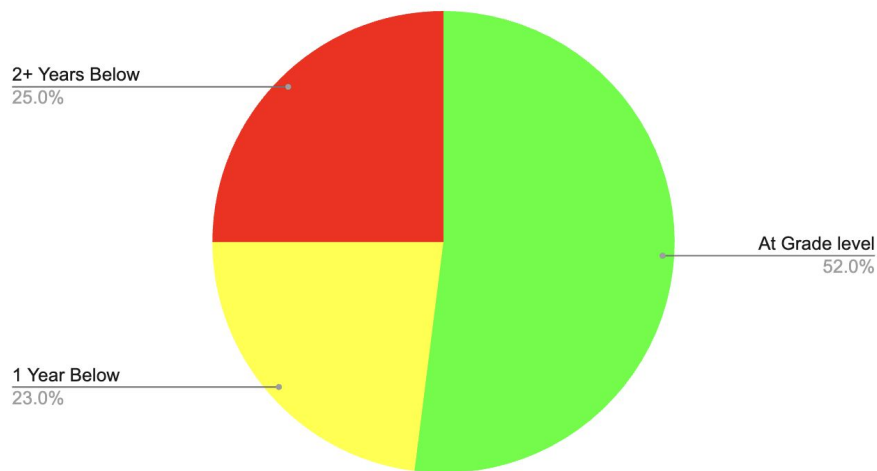
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

i-Ready ELA Overall

ELA Clifford Fall 2025



ELA Clifford Winter 2026



	Fall	Winter	Difference
At Grade Level	34.0%	52.0%	+18.0%
1 Year Below	32.0%	23.0%	-9%
2 + Year Below	34.0%	25%	-9%

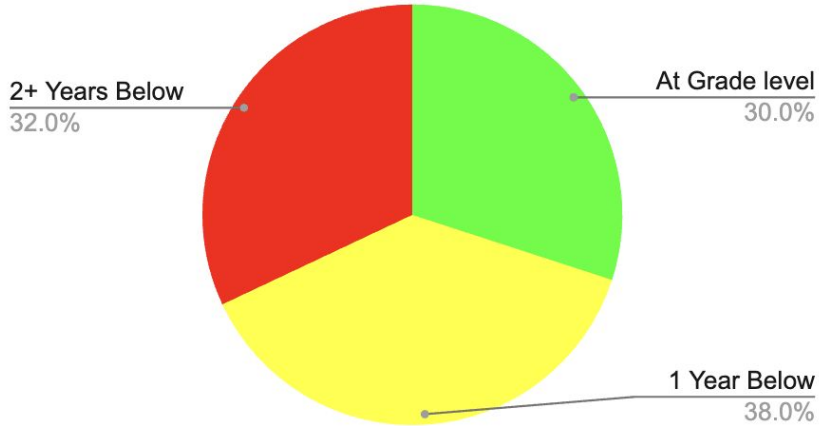
i-Ready ELA

Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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	50.9%	54.9%	56.0%	60.0%	62.8%

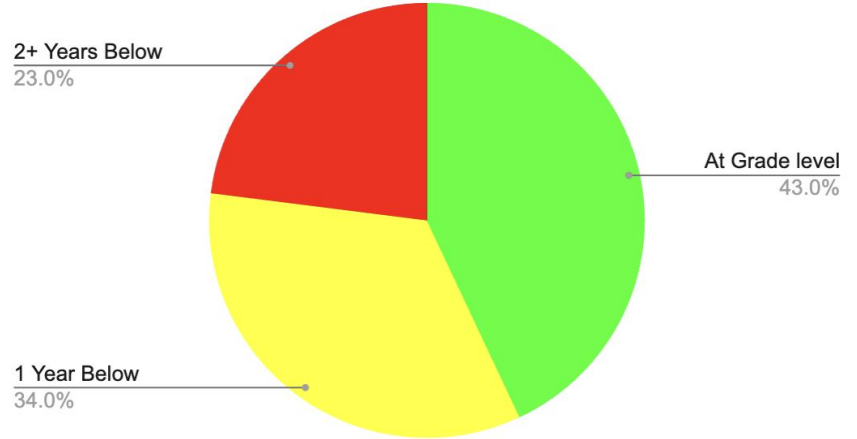
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
50.9%	+5.1	+6.8

i-Ready Math Overall

Math Clifford Fall 2025



Math Clifford Winter 2026



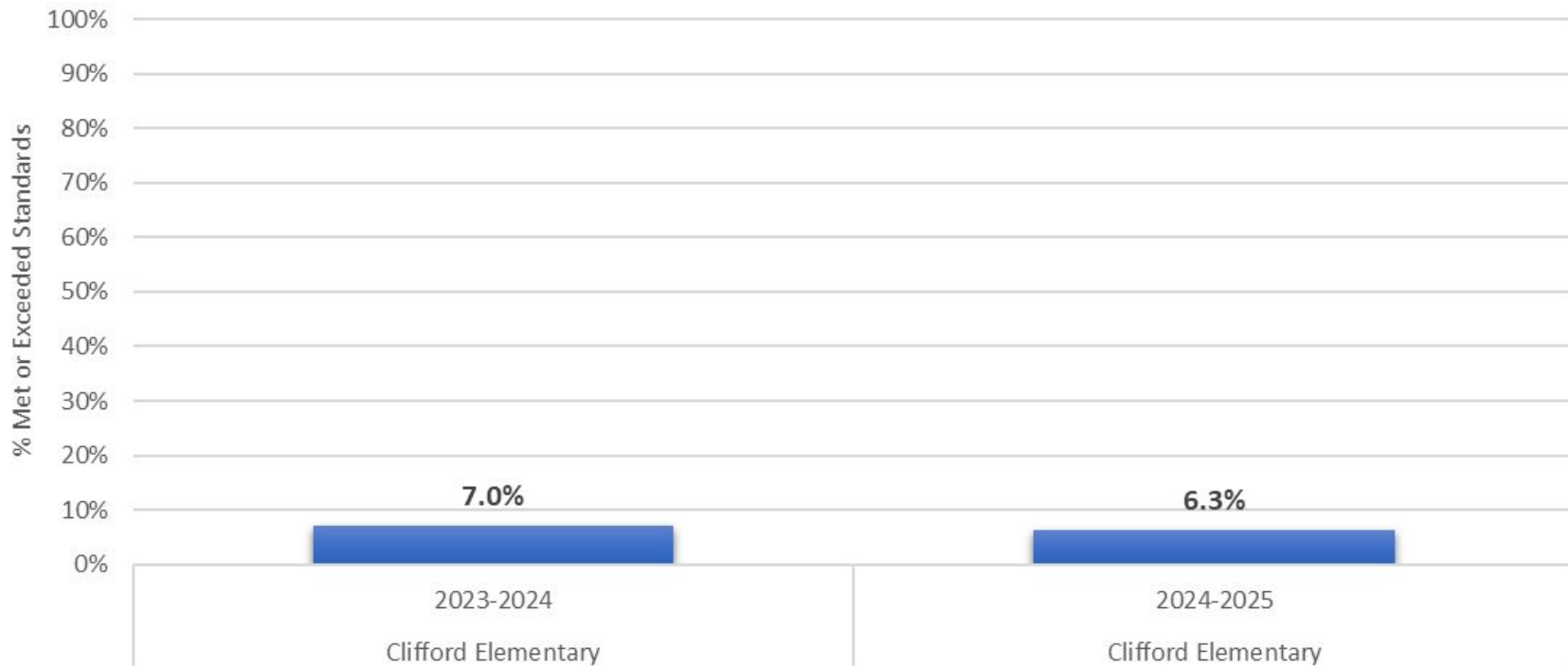
	Fall	Winter	Difference
At Grade Level	30.0%	43.0%	+13.0%
1 Year Below	38.0%	34.0%	-4.0%
2 + Year Below	32.0%	23%	-9%

i-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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	40.0%	44.0%	50.8%	54.8%	50.3%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
53.3	+10.8	-0.5

English Learners ELA - Met or Exceeded Standards

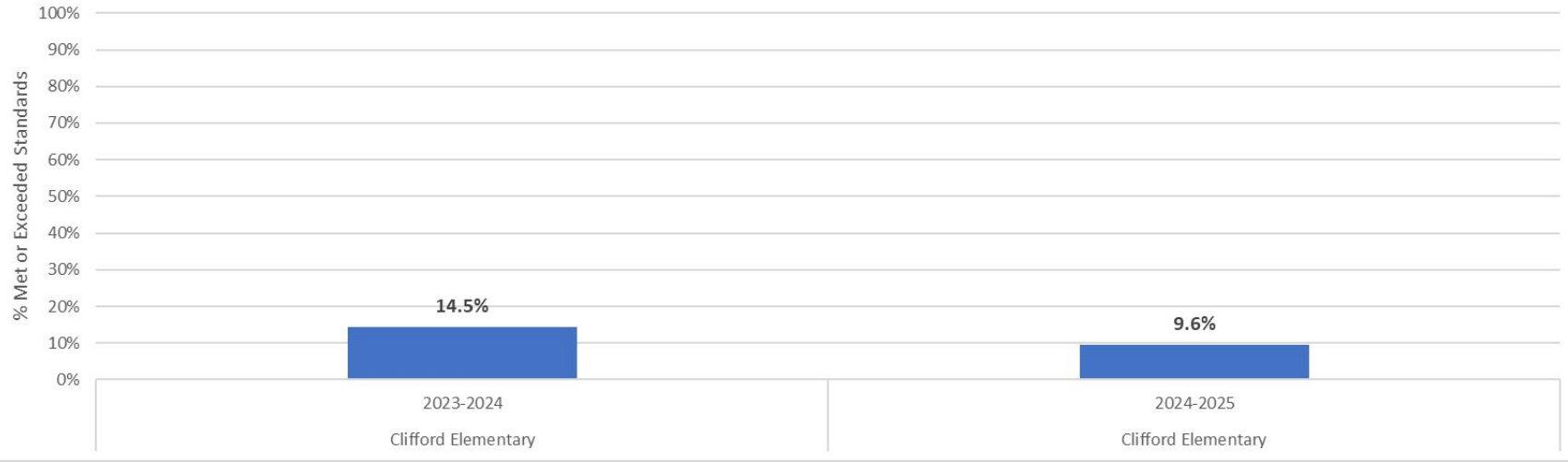


CAASPP ELA

Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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	7.0%	11.4%	6.3%	13.2%

Base	Year 1 difference
7.0%	-0.7

English Learners
Math - Met or Exceeded Standards



CAASPP Math

Metric	Target	Student groups monitored	Expected trend	Base year 2023-2024	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	14.5%	15.0%	9.6%	12.8%

Base	Year 1 difference
14.5%	-4.9

Goal 3: Takeaways and Next Steps

Takeaways

- Reading Support, Additional Intervention, Healthy Cities Tutoring, & MTSS TOSA support
- Writing PLCs, Vertical Alignment, & Grade-level & Subject Collaboration
- Shaping the Future of Math Site Work, Observations, & Team Planning
- IM Trainings and Implementation K-8
- Vertical Alignment in Math
- Math Support Class in Middle School
- After School Math Club & Math Night
- STEAM Class, Elective, & STEAM Night
- Healthy Cities Tutoring & After School Teacher Tutoring

Next Steps

- Summer Slide - Summer School - 45% - unduplicated - last summer only given 1 space.
- SWD Collaboration: RLC & General Ed Teacher Planning Time
- Weekly Grade Level Common Planning Time
- Monthly PLC Meetings - Writing & Math incorporating differentiation & UDL
- Continue with Middle School WIN Time & Intervention
- Integrated ELD Coaching