



Board Presentation

LCAP GOAL #1

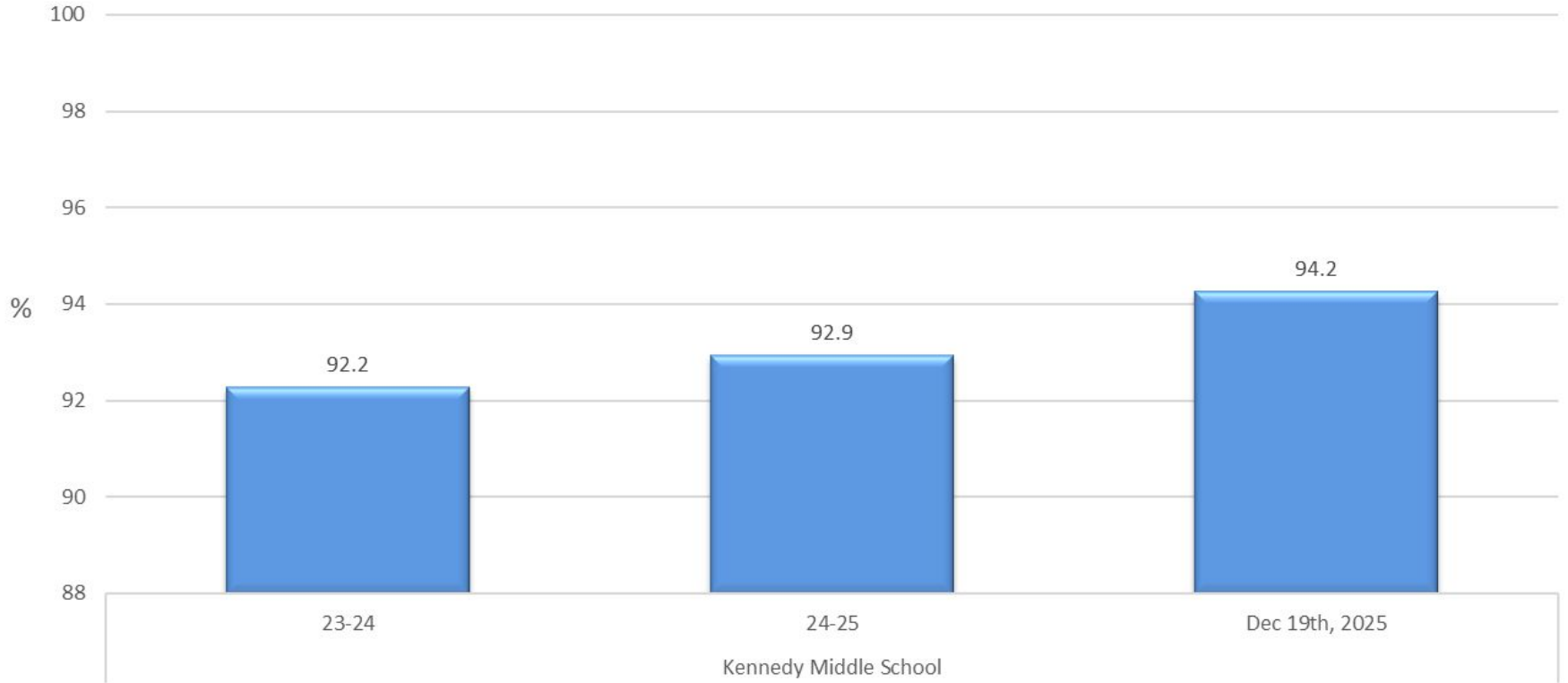
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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

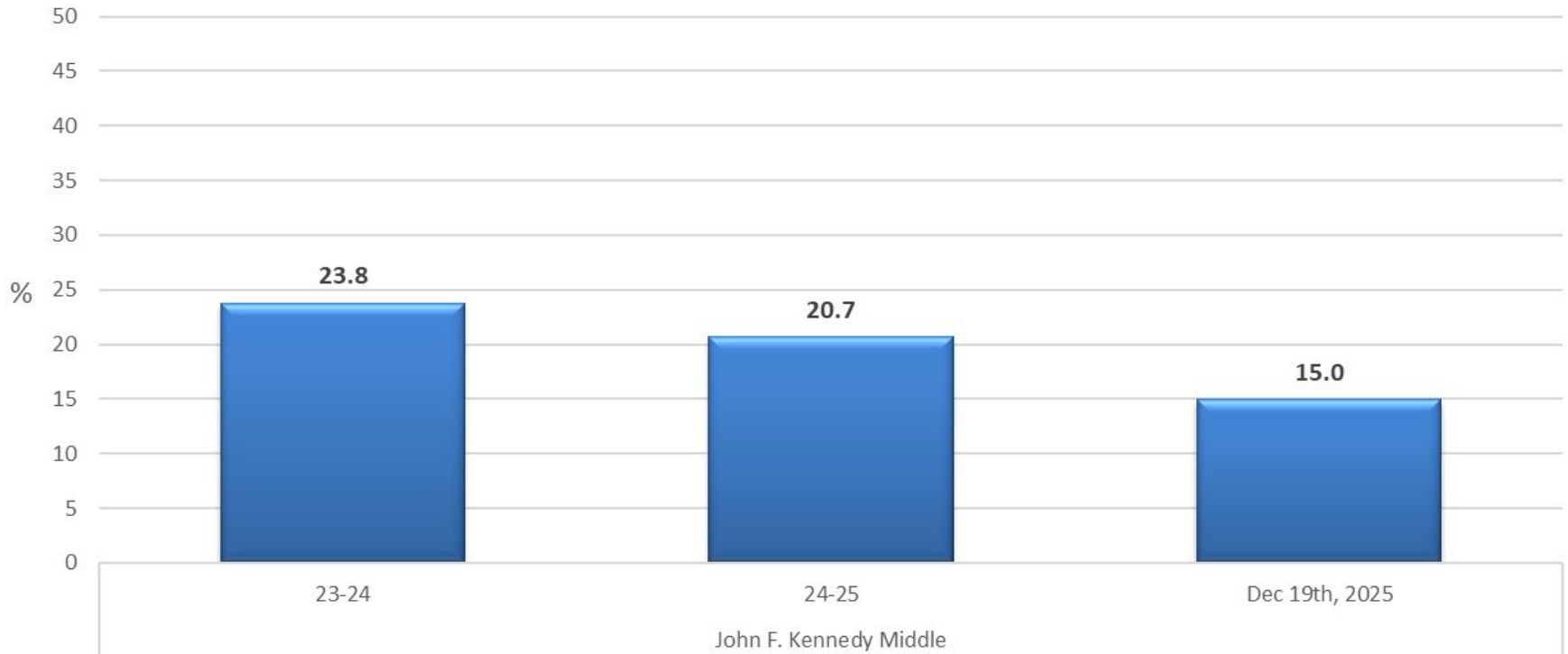


Attendance Rate

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	92.2%	94.2%	92.9%	94.9%	94.2%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
92.2%	-+0.7	+1.3

Chronic Absenteeism Rate

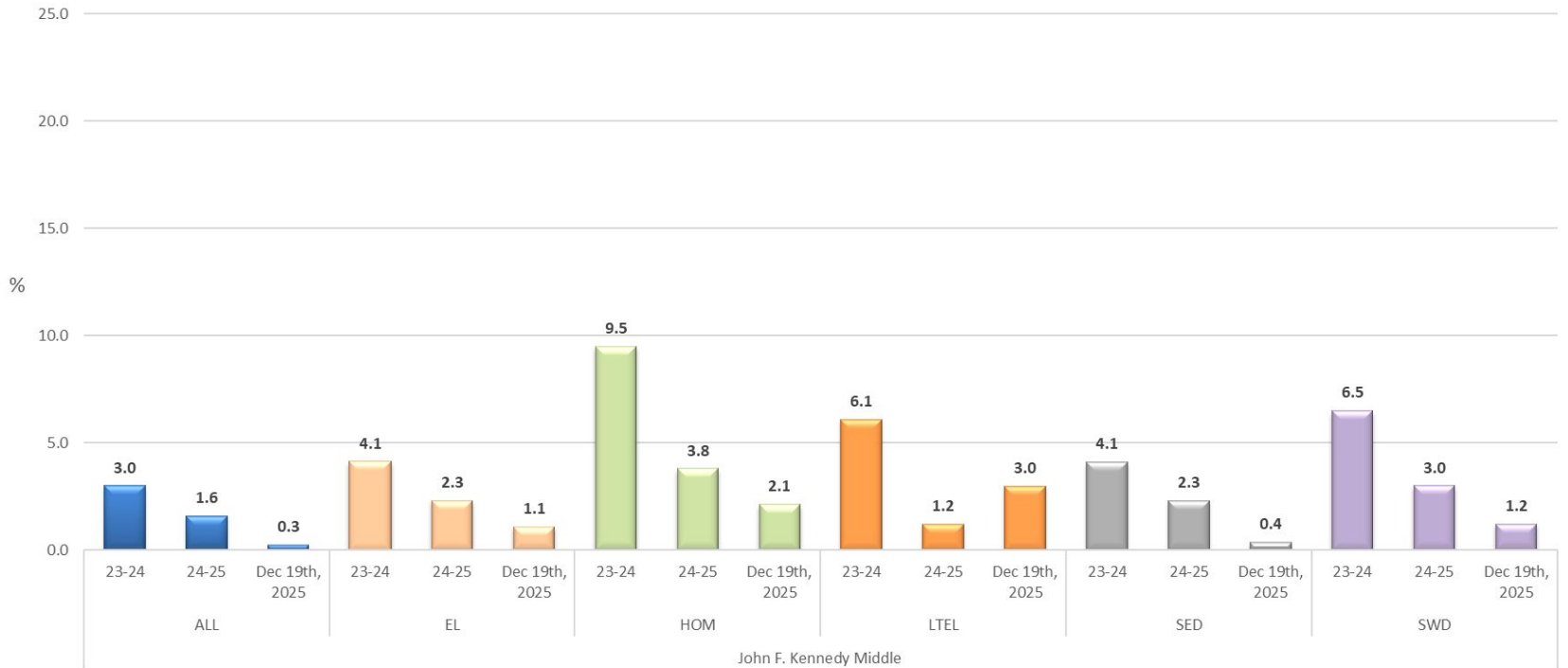


Chronic Absenteeism

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	23.8%	20.8%	20.7%	17.7%	15.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
23.8%	-3.1	+5.7

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
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	3.0%	2.5%	1.6%	1.1%	0.3%
		Social Economically Disadvantaged	Decrease	4.1%	3.6%	2.3%	1.8%	0.4%
		EL	Decrease	4.1%	3.6%	2.3%	1.8%	1.1%
		Homeless	Decrease	9.5%	9.0%	3.8%	3.3%	2.1%
		SWD	Decrease	6.5%	5.5%	3.0%	2.0%	1.2%
		LTEL	Decrease	6.1%	5.1%	1.2%	0.2%	3.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	3.0%	-2.7	-1.3	Homeless	9.5%	-5.7	-1.7
SED	4.1%	-1.8	-1.9	SWD	6.5%	-3.5	-2.3
EL	4.1%	-1.8	-1.6	LTEL	6.1%	-4.9	+2.0

Goal 1: Takeaways

- Kennedy attendance is improving steadily, increasing from 92.2% to 94.2% mid-year due to our MTSS TOSA and attendance team working diligently to identify students of concern and following through with SESP's and SST meetings.
- Kennedy chronic absenteeism has decreased significantly, outperforming annual reduction targets (23.8% → 15.0%). We have a robust mental health team who have been able to work with students to address mental health needs that are impacting attendance.
- Behavior systems are producing consistent results across subgroups, including ELs and SWD; this is due to our teachers working collaboratively to follow our PBIS framework, admin being consistent with restorative discipline practices, celebrating student achievement, and ensuring parents are working with the school to address concerns that may arise.

Goal 1: Barriers

Attendance / Chronic Absenteeism Barriers

- Transition gap between elementary and middle school expectations; increased workload and pacing make absences more impactful for students and families at the middle school level.
- Family awareness and understanding: some families underestimate the academic impact of missing even 1–2 days per month
- Inconsistent communication with feeder schools: most chronically absent students have been chronically absent since TK or K.

Suspension / Behavior Barriers

- Increased classroom demands: addressing behavioral needs within the classroom can reduce instructional time
- Need for stronger Tier 1 behavior systems: continue to strengthen PBIS team and supports. Allow staff to take the lead on behavior management support and de-escalation strategies.
- Balancing accountability with support: ensure high expectations for behavior while maintaining inclusive and supportive practices

Goal 1: Next Steps

- Increase overall attendance from 94% → 95%+ through early identification and intervention
- Implement stronger weekly attendance monitoring systems to flag at-risk students earlier--no more delays in identifying chronically absent students (current wait time is every two weeks).
- Develop targeted behavioral supports for LTEL and SWD students by strengthening home to school communication and partnering with families.
- Continue to strengthen family engagement strategies to reinforce attendance habits; parents request more support as they navigate middle school with their students.
- Maintain consistent behavior expectations and staff calibration to sustain suspension reductions, but also continuing to support teachers with addressing behavior concerns.
- Provide teachers with helpful professional development on restorative practices and de-escalation techniques.
- Expand Tier 2 interventions for students with emerging attendance or behavior concerns; this will require district support for training and developing districtwide systems.

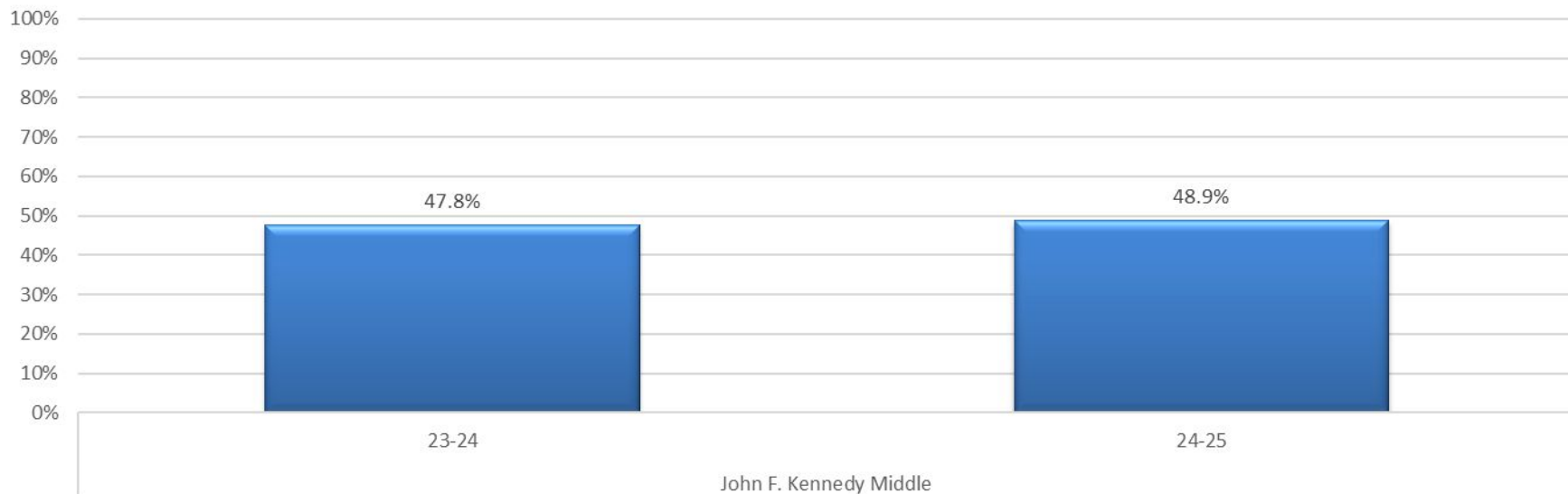
LCAP Goal #2

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.

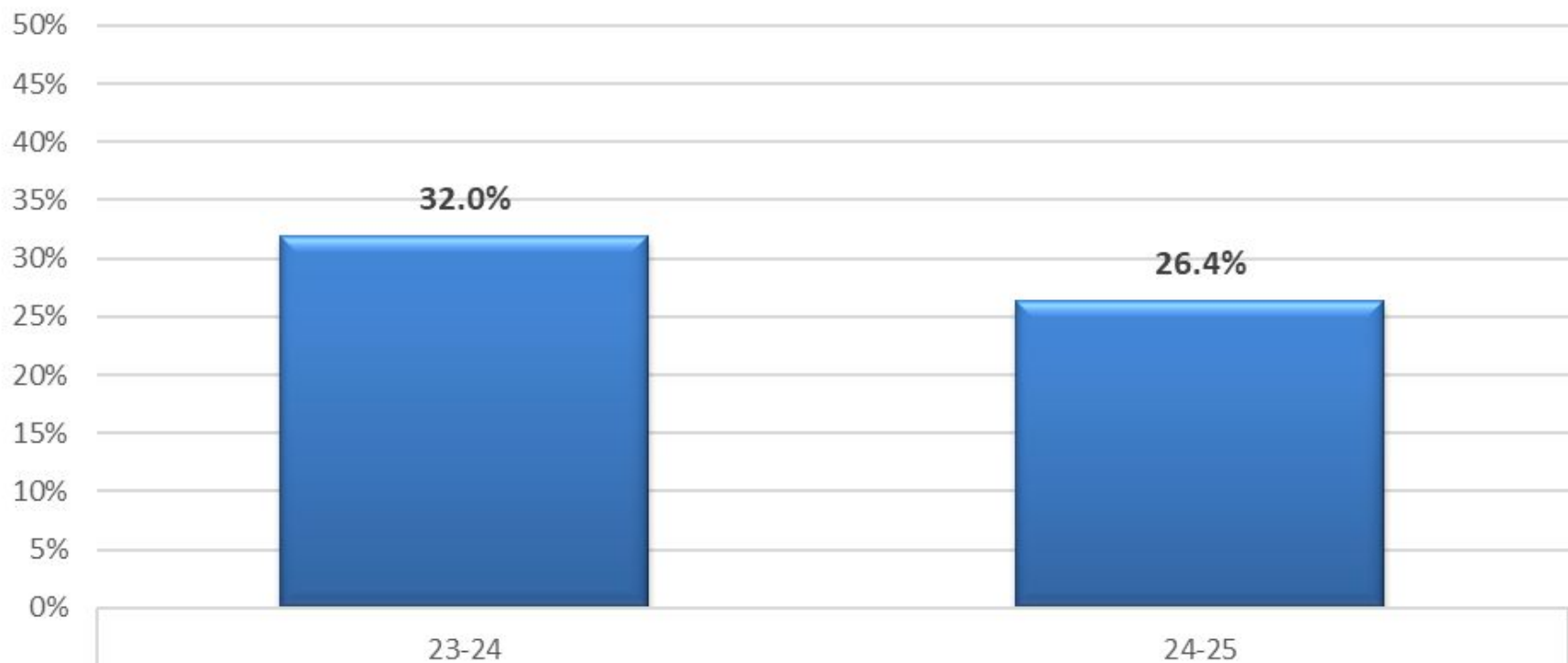
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

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

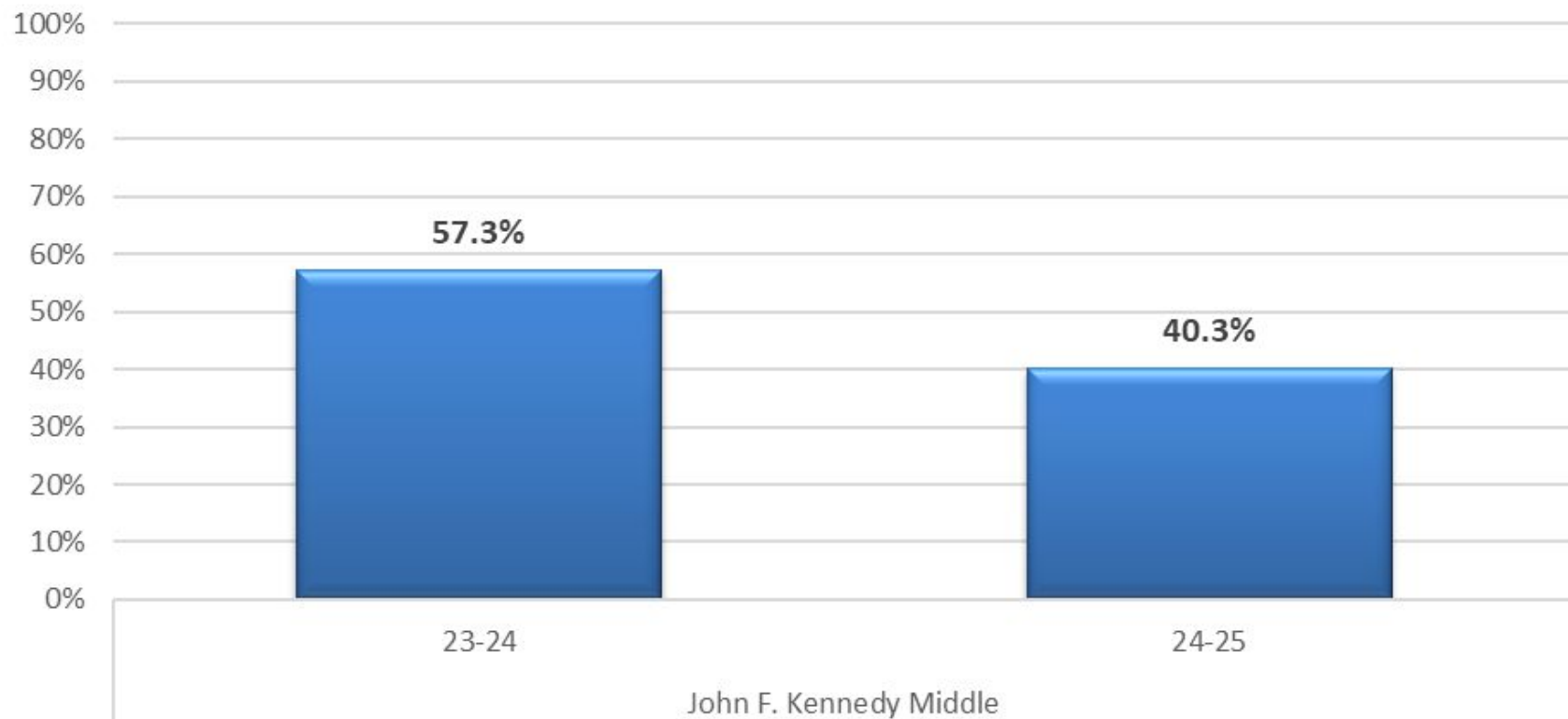


RFEP Rate



John F. Kennedy Middle

LTEL rate



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	47.8%	50.2%	48.9%	52.0%
Reclassification Rate	20%	ELs	Increase	32.0%		26.4%	
LTEL Rate	10%	ELs	Decrease	57.3%	41.5%	40.3%	25.0%

	Base	Year 1 difference
ELPAC Progress	47.8%	+1.1
Reclassification Rate	32.0%	-5.6
LTEL Rate	57.3%	-17

Goal 2: Takeaways

- Reclassification rates declined from 32.0% to 26.4%
- Significant reduction in LTEL rate (57.3% → 40.3%), showing strong long-term impact; this is due to designated ELD and consistent lesson planning by our ELD teachers.
- Our teachers have been consistently implementing UDL and strategies for multilingual learners in all academic settings: visual supports, graphic organizers, paragraph frames, public speaking and discourse.
- Current systems support growth, but **acceleration** is needed to meet targets

Goal 2: Barriers

Student Needs & Complexity

- **High overlap between English Learners and other student groups:** many EL students are also students with disabilities and/or newcomers, requiring layered supports
- **Wide variation in language proficiency levels:** students range from newly arrived to long-term ELs, making differentiation complex
- **Gaps in foundational academic language:** students may develop conversational fluency faster than academic reading and writing skills, slowing reclassification

Family Awareness & Engagement

- **Limited understanding of the ELPAC and reclassification process:** families may not initially understand the purpose, structure, or long-term importance of the assessment

Access to Academic Support

- **Limited access to after-school interventions:** many EL students rely on public or district transportation, restricting participation in extended-day support
- **Dependence on the instructional day for intervention:** academic support must occur within the school day, increasing pressure on the master schedule

Goal 2: Next Steps

- Identify and support students near reclassification thresholds through targeted interventions (CAP Tutoring, RCSD after school tutorial)
- Continue to strengthen designated and integrated ELD instruction across all content areas with the support of PLCs and Dr. Saguilan
- Focus on implementing data-driven grouping based on ELPAC levels to differentiate instruction; this will allow teachers to target students' specific needs based on their ELPI levels.
- Focus on academic language development, particularly writing and discourse in all content areas; students need to learn how to write on demand and for specific purposes.
- Reduce LTEL rates while preventing students from becoming LTEL by identifying these students in 6th grade, meeting with families, encourage ELAC attendance, and offering these students CAP tutoring.
- Increase progress monitoring cycles to adjust instruction more rapidly; PLC cycles need to also focus on how instructional time is being used to meet multilingual learner needs.
- Analyze master schedule and teacher credentials to determine where support can be built in during the school day/

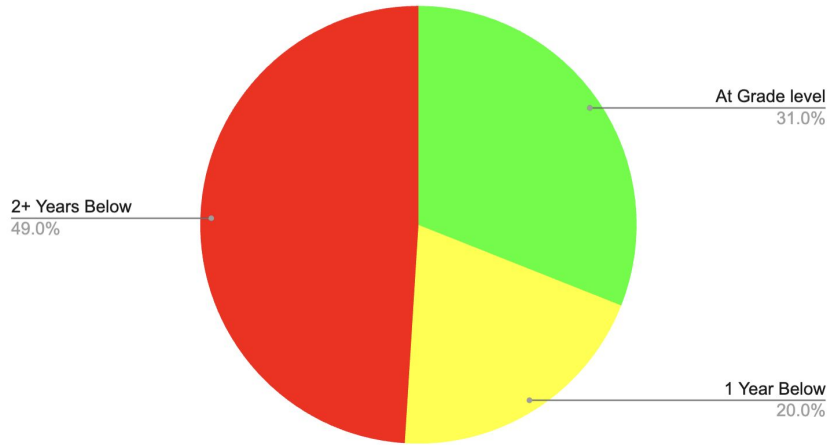
LCAP Goal #3

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.

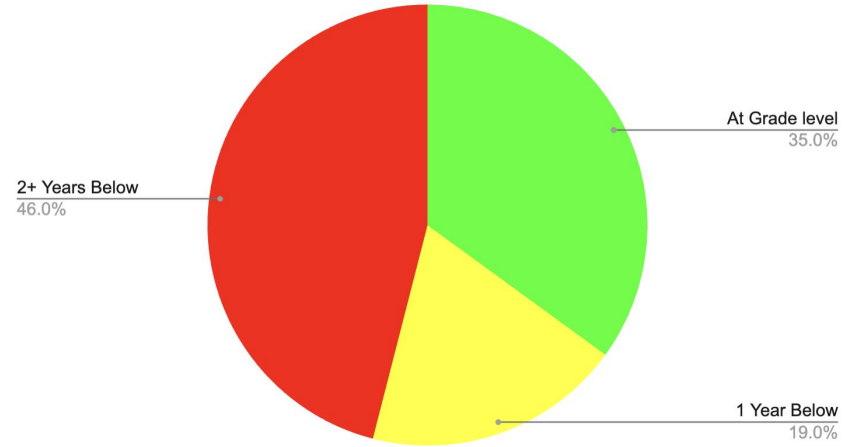
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

i-Ready ELA Overall

ELA Kennedy Fall 2025



ELA Kennedy Winter 2026



	Fall	Winter	Difference
At Grade Level	31%	35%	+4
1 Year Below	20%	19%	-1
2 + Year Below	49%	46%	-3

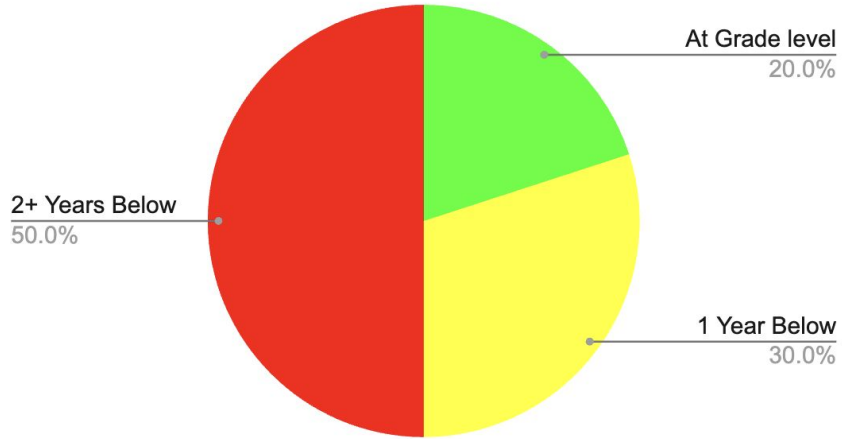
i-Ready ELA

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	50.6%	54.6%	54.1%	58.1%	50.2%

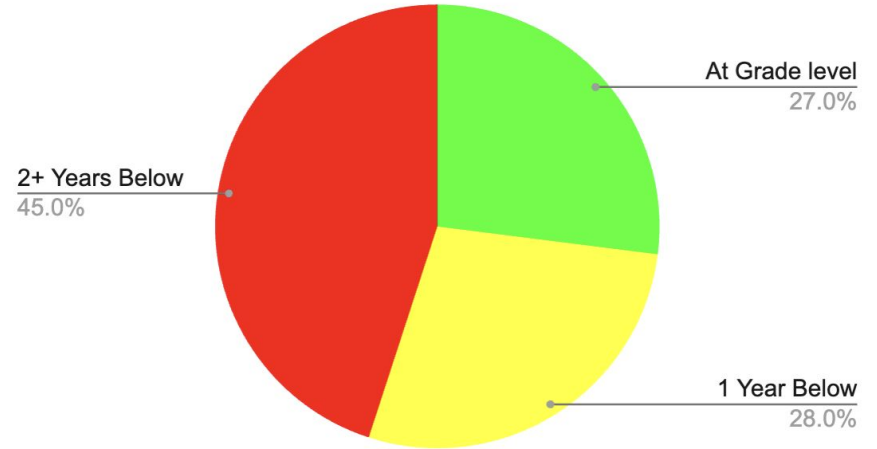
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
50.6%	+3.5	-3.9

i-Ready Math Overall

Math Kennedy Fall 2025



Math Kennedy Winter 2026



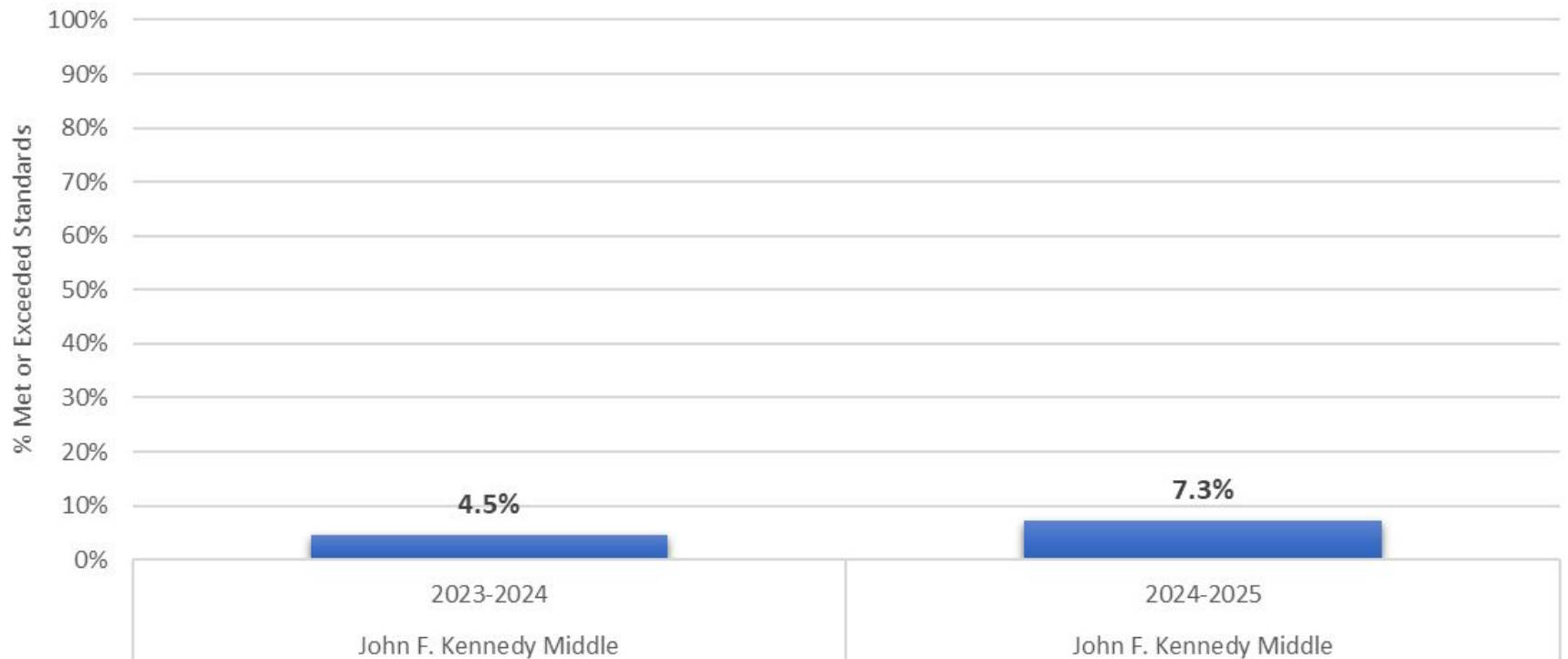
	Fall	Winter	Difference
At Grade Level	20%	27%	+7
1 Year Below	30%	28%	+2
2 + Year Below	50%	45%	_5

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 Math Expected Growth	4% increase each year	All students	Increase	59.7%	63.7%	47.3%	51.3%	51.8%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
59.7%	-12.4	+4.5

English Learners ELA - Met or Exceeded Standards

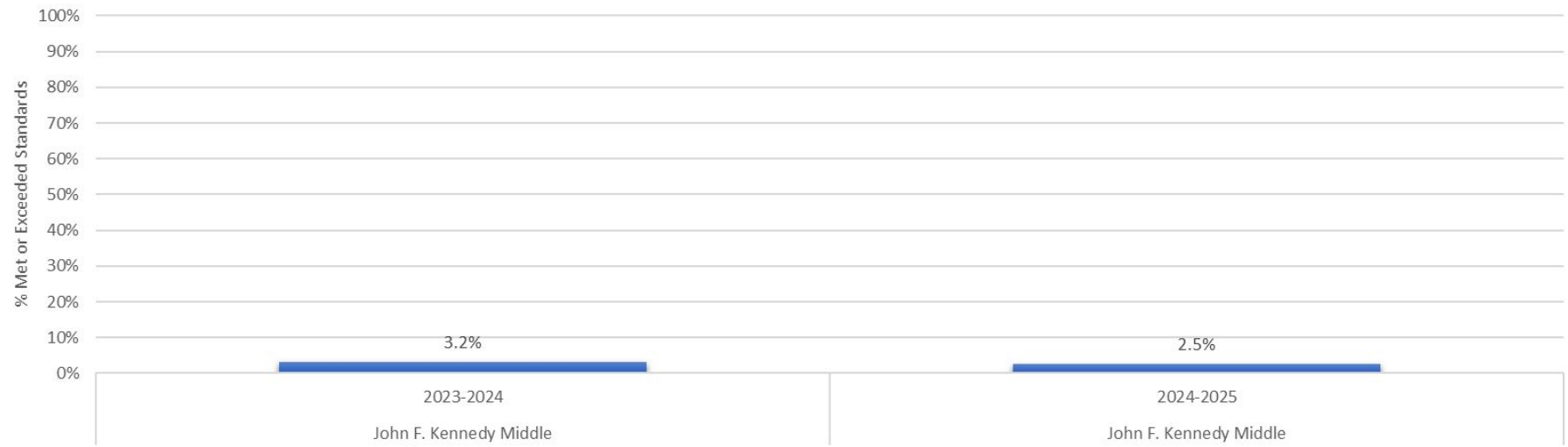


CAASPP ELA

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	4.5%	9.7%	7.3%	13.7%

Base	Year 1 difference
4.5%	+2.8

English Learners Math - Met or Exceeded Standards



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	3.2%	7.5%	2.5%	9.3%

Base	Year 1 difference
3.2%	-0.7

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	3.2%	7.5%	2.5%	9.3%

Base	Year 1 difference
3.2%	-0.7

Goal 3 Takeaways

- **ELA:** Increase in students at grade level (31% → 35%), but overall growth slowed mid-year
- **Math:** Strong gains in grade-level performance (20% → 27%), indicating positive trajectory
- i-Ready growth metrics show inconsistency, particularly in ELA due to students having access to two periods of reading/writing per day (ELA and/or expository reading & writing or ELD).
- CAASPP performance for English Learners remains low, especially in Math, but math teachers are using the district-adopted curriculum and increasing opportunities for students write math responses.
- A gap exists between local assessment growth (i-Ready) and state assessment performance (CAASPP).

Goal 3: Barriers

Student Readiness & Entry Point

- **Significant number of students enter below grade level:** many students begin middle school 2+ years behind in reading and math, requiring accelerated growth
- **Wide range of academic readiness within classrooms:** teachers must simultaneously address grade-level standards and foundational skill gaps

Time & Structural Constraints

- **Master schedule constraints:** providing targeted intervention during the school day requires balancing access to core instruction, support, and electives
- **Need for protected intervention time:** inconsistent access to structured intervention blocks can limit impact
- **True PLC time:** teachers are eager to have authentic PLCs where they can meet on a consistent basis to focus on how to improve student outcomes.

Assessment & Engagement Challenges

- **Student engagement with i-Ready assessments:** some students demonstrate low motivation or effort, impacting data accuracy
- **Assessment fatigue:** students have taken similar assessments over multiple years, leading to **reduced investment**

Goal 3: Next Steps

- Continue to strengthen Tier 1 instruction across all classrooms to improve core outcomes in reading, writing, and math by giving teachers consistent feedback; this is a continued area of growth.
- Increase focus on writing across content areas, especially in math. Teachers need time to develop best practices for writing. Ideally, these practices should be consistent across our district.
- Implement regular performance task practice aligned to CAASPP expectations
- Target “bubble students” (1 year below grade level) for accelerated growth for after school support.
- Align i-Ready instruction more closely with grade-level standards and assessments
- Dedicated and true PLC time for grade level teams and departments to use data to drive instruction

Questions? Thank you!

