



HENRY FORD

ELEMENTARY SCHOOL

EST. 1954

Board Presentation
May 13, 2026

LCAP GOAL #1

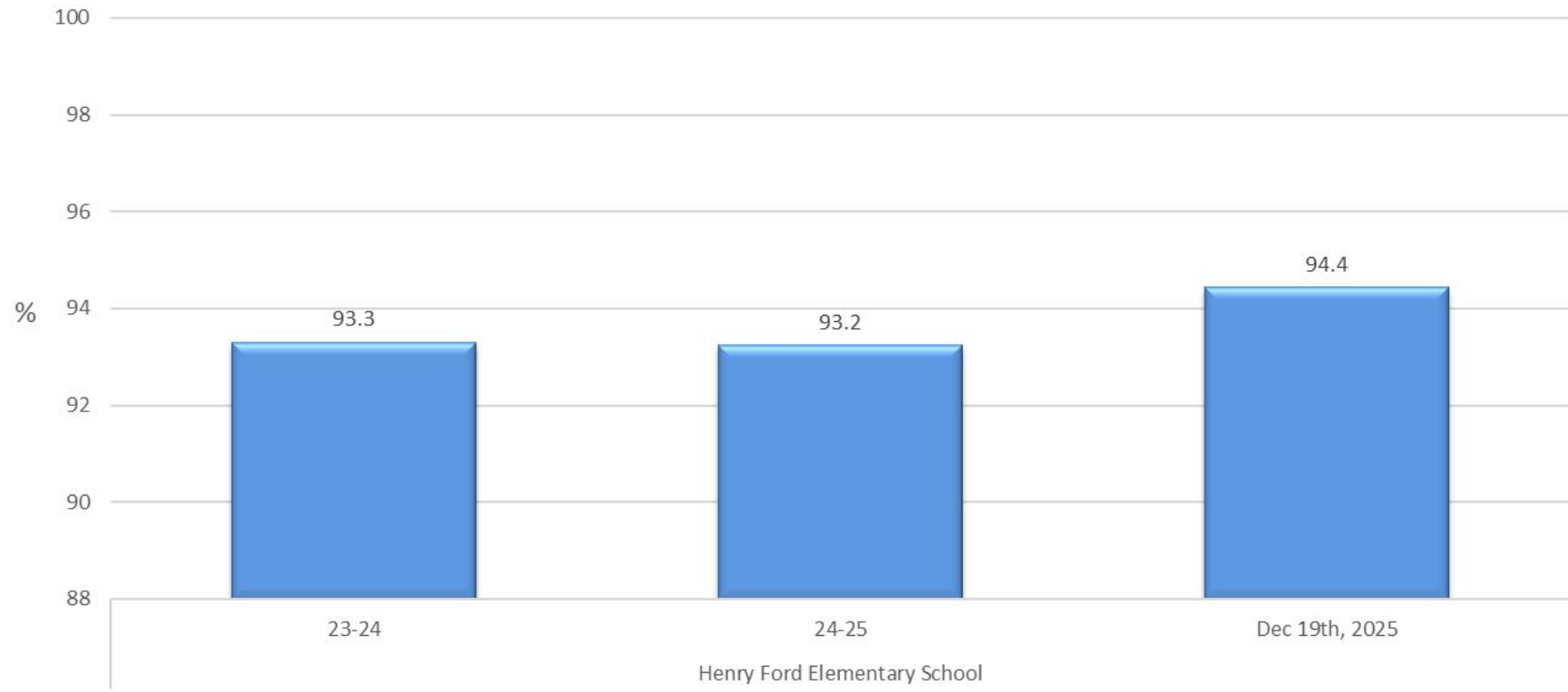
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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

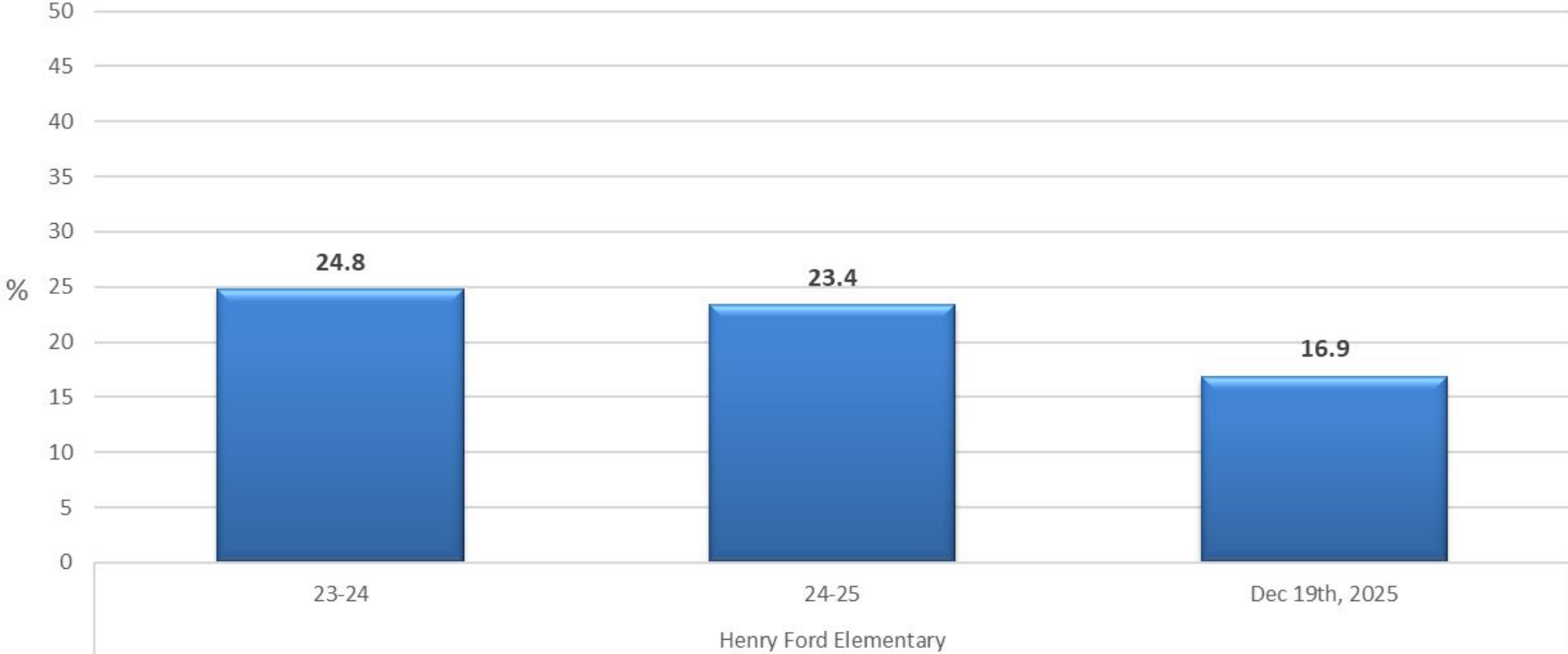


Attendance Rate

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	93.3%	95.3%	93.2%	95.2%	94.4%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
93.3%	-.1	+1.2

Chronic Absenteeism Rate

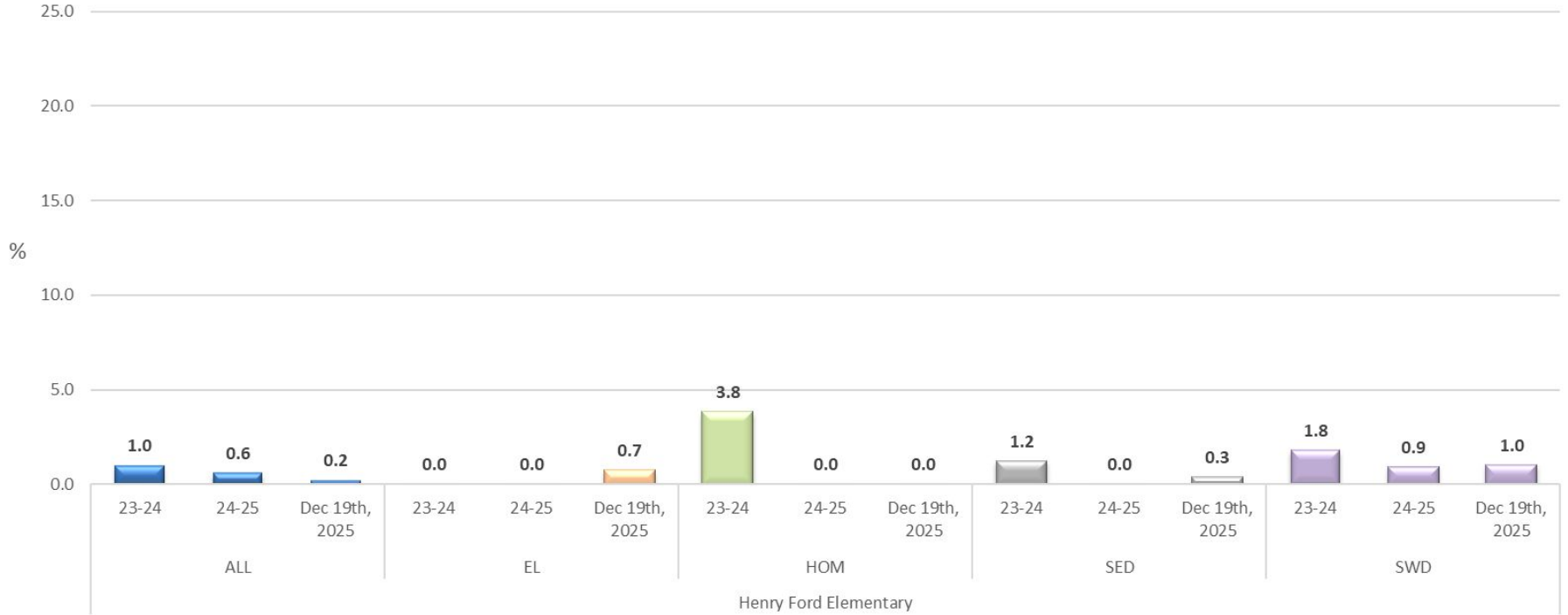


Chronic Absenteeism

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	24.8%	21.8%	23.4%	20.4%	16.9%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
24.8	-1.4	-8

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 * 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	1.0%	0.5%	0.6%	0.1%	0.2%
		Social Economically Disadvantaged	Decrease	1.2%	0.7%	0.0%	0.0%	0.3%
		EL	Decrease	0.0%	0.0%	0.0%	0.0%	0.7%
		Homeless	Decrease	3.8%	3.3%	0.0%	0.0%	0.0%
		SWD	Decrease	1.8%	0.8%	0.9%	0.0%	1.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	1.0	-0.4	-0.4	Homeless	3.8	-3.8	0
SED	1.2	-1.2	+0.3	SWD	1.8	-0.9	+1.0
EL	0	0	+0.7	LTEL			

Goal 1:

Attendance takeaways:

- Hispanic/Latino Attendance ranges from 89.4%(TK)-94.73% (5th Grade)
- White 93.2% (2nd Grade)

Strategies to address attendance challenges:

- We use A2A to monitor attendance and monitor parent conferences.
- Identified and monitored students at Risk for Chronic absenteeism
 - Analyzed attendance patterns and created individual Student Engagement Support Plan (SESP)
- Home Visits
- Supported students by connected them with services such as transportation, daycare, and mental health
- Monthly attendance awards
- Phone calls

School Engagement Support Plans (SESPs): 58

District School Attendance Review Boards (SARBs): 1

All actions to continue for 2026-27.

Goal 1: Suspensions - Takeaways and Next Steps

Weekly Screen Team meetings:

- Principal, Reading Specialist, MTSS TOSA, School Psychologist, Counselor, Office Manager
 - Tracking of student behavior and meeting with parents to support student needs.
- Tier 2 PBIS Team (Check-in/Check-out)

Social Emotional Learning:

- Project Cornerstone with parent volunteers
- Choose Love
- Calming corners
- Site Counselor and One Life works with different groups and individuals based on identified needs
- Community Circles

PBIS

- Working with SCCOE (year 2)
- School Wide incentive program - Mustang tickets
- Monthly character traits and awards

Suspensions

- Alternatives to suspension
- Re-entry meetings with principal
- Mental health check-ins and/or services if part of the student re-entry plan

All actions to continue for 2026-27 and new for 2026-27

- Site team will participate in Training on restorative practices with SMCOE

LCAP Goal #2

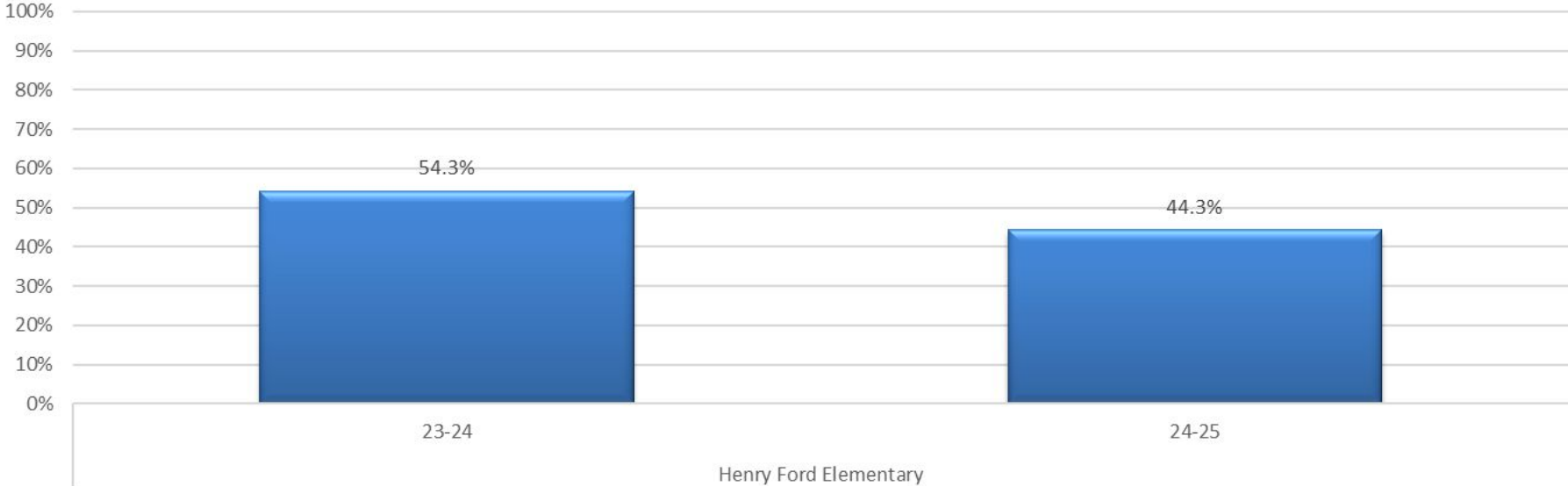
By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

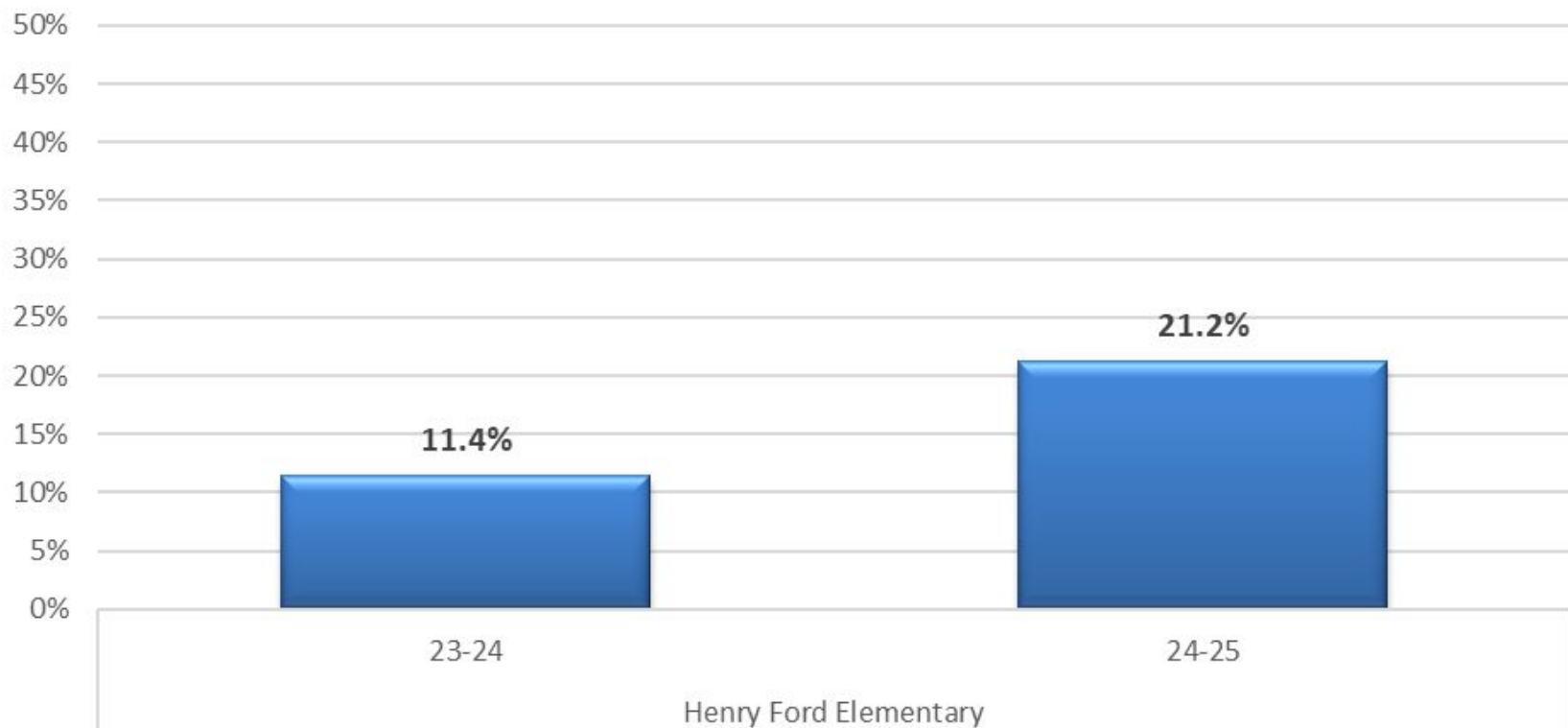
Decrease our Long Term English Learner to 10%

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	54.3%	54.5%	44.3%	49.7%
Reclassification Rate	20%	ELs	Increase	11.0%	14.0%	21.0%	*

	Base	Year 1 difference
ELPAC Progress	54.3%	-10.0
Reclassification Rate	11.0%	+10.0

Goal 2: Actions and Next Steps

Actions

- Language Power provides a structured curriculum for ELD
 - Completed 2 progress monitoring assessments this year for D-ELD
- Grade level teams circle for D-ELD
- ELPAC test prep throughout the year
- Bilingual instructional aide supports newcomers in 1st-5th grades

Additional Next Steps

- Due to a probable 2nd-3rd grade combination class, we will align D-ELD scheduling for 2nd-3rd grade
- Continue year long ELPAC practice
- Include ELL progress checks and planning in PLC Cycle work
- Continue to monitor student progress thorough D-ELD assessments

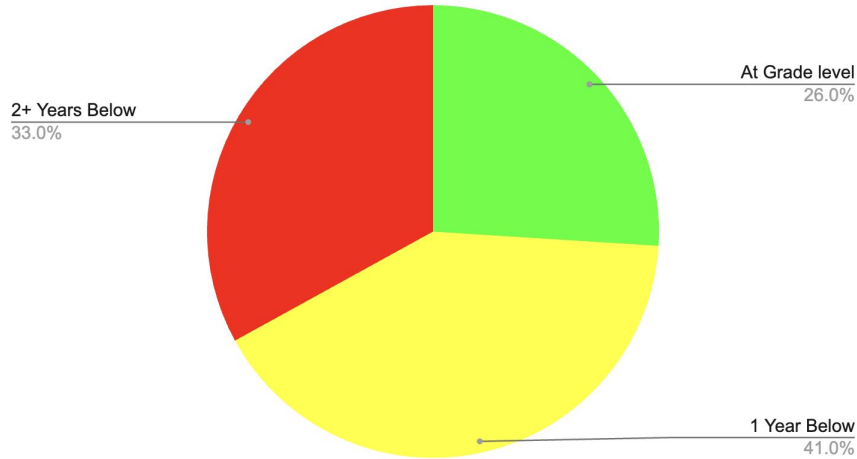
LCAP Goal #3

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.

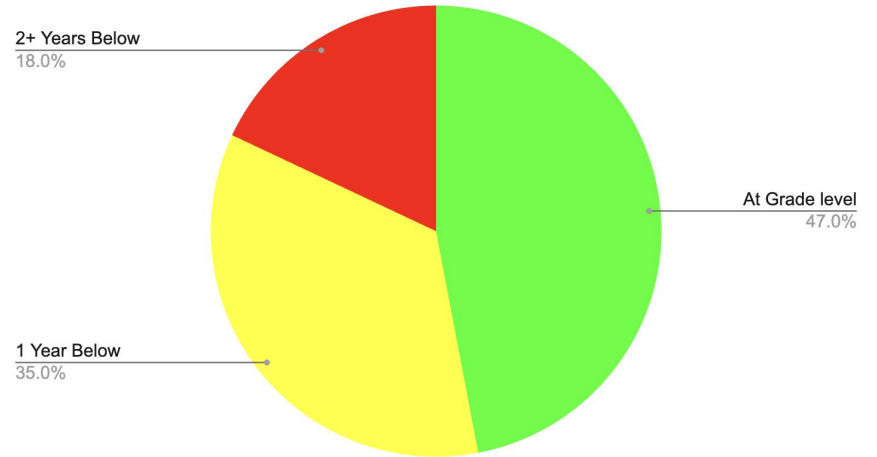
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

i-Ready ELA Overall

ELA Henry Ford Fall 2025



ELA Henry Ford Winter 2026



	Fall	Winter	Difference
At Grade Level	26%	47%	+20%
1 Year Below	41%	35%	-6%
2 + Year Below	33%	18%	-25%

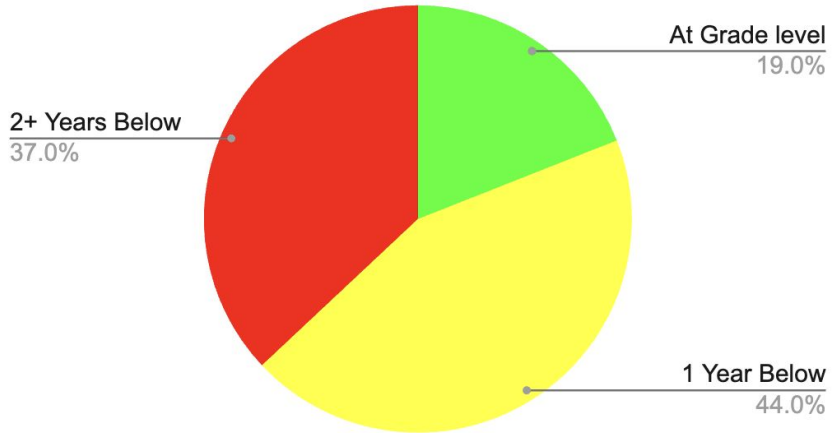
i-Ready ELA

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	54.4%	58.4%	63.9%	67.9%	66.2%

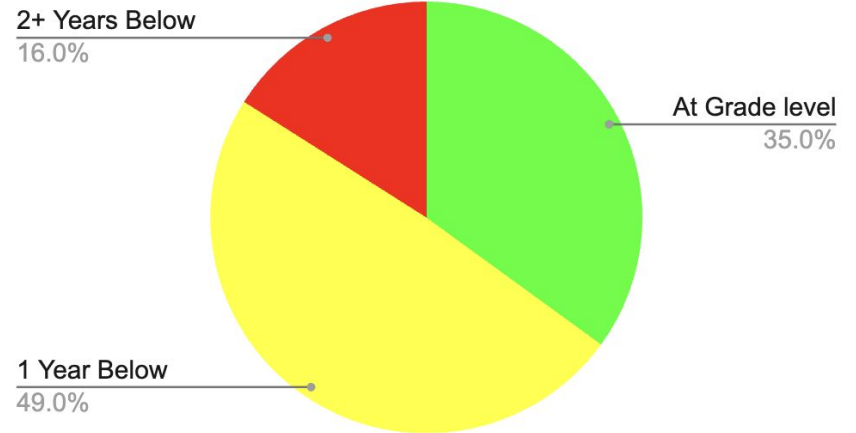
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
54.4%	+9.5	+2.3

i-Ready Math Overall

Math Henry Ford Fall 2025



Math Henry Ford Winter 2026



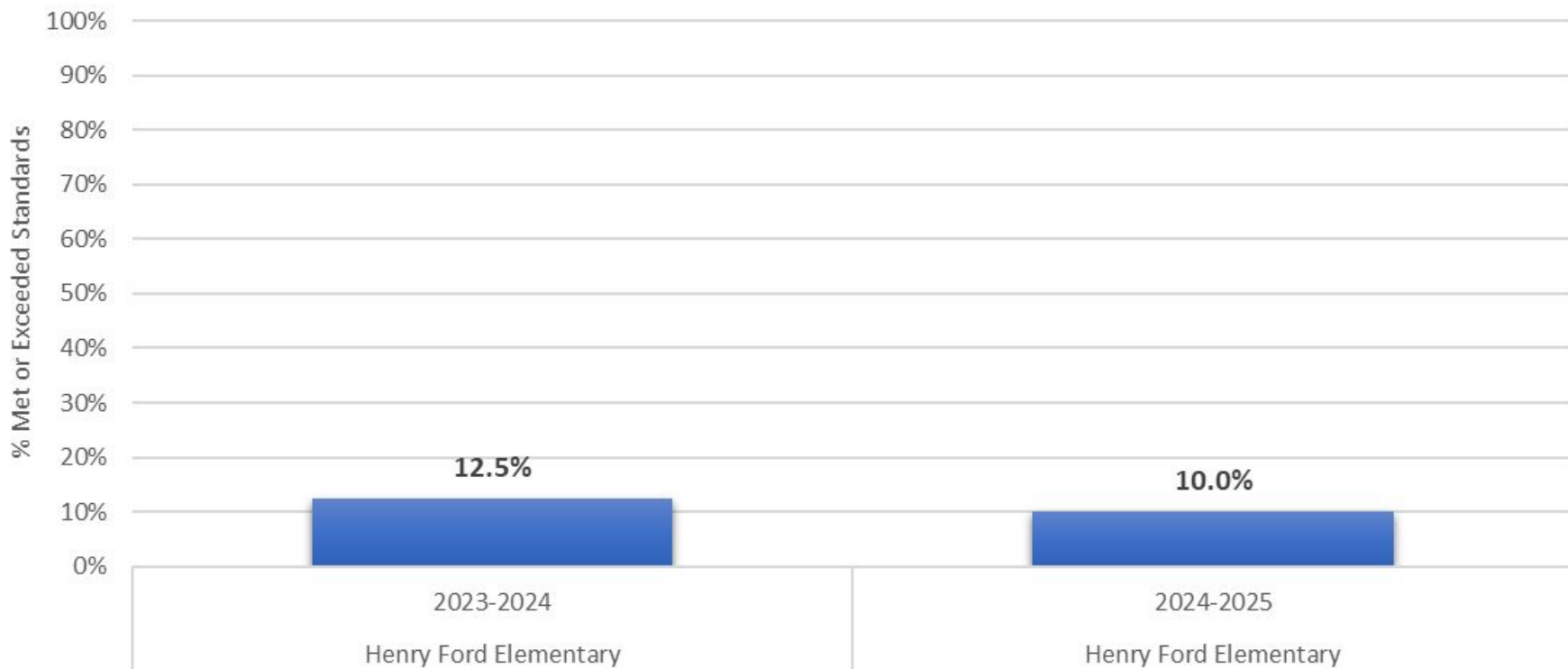
	Fall	Winter	Difference
At Grade Level	19%	35%	+16%
1 Year Below	44%	49%	+5%
2 + Year Below	37%	16%	-21%

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	37.2%	41.2%	43.5%	47.5%	67.2%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
37.2%	-6.3	+23.7%

English Learners ELA - Met or Exceeded Standards

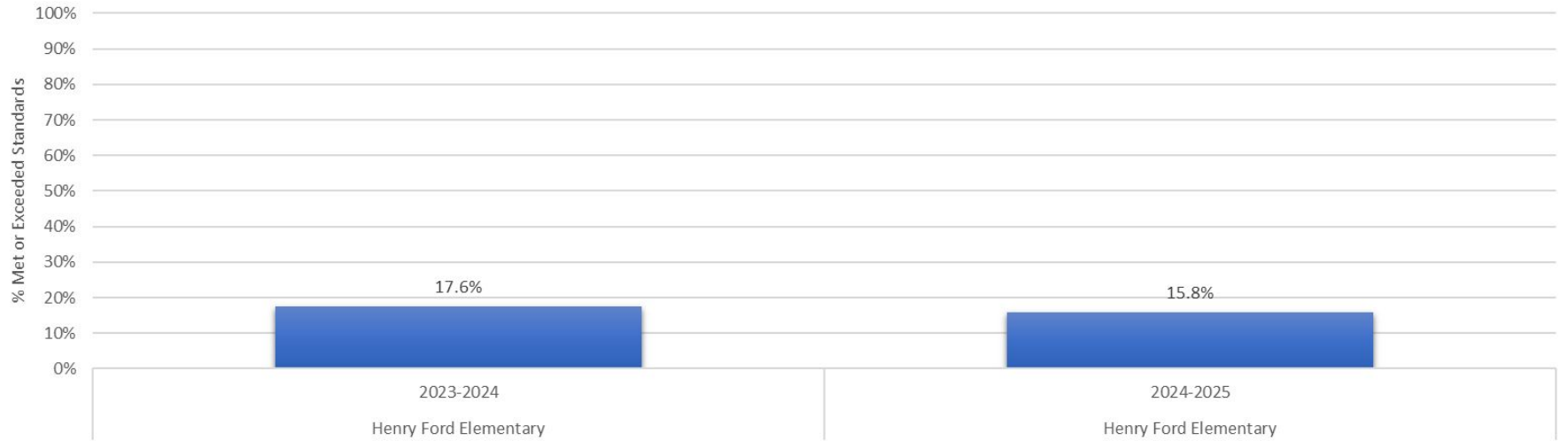


CAASPP ELA

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	12.5%	15.0%	10.0%	15.0%

Base	Year 1 difference
12.5%	-2.5

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	17.6%	N/A	15.8%	16.0%

Base	Year 1 difference
17.6%	-1.8

Goal 3: Actions and Next Steps

Actions

- Reading intervention teacher grades K-2 (87 students served (55 were in 2+intervention cycles),28 exited)
 - 89% Made growth (Out of the 11% who maintained- 50% qualified for an IEP and 50% are in the SST process)
 - Moved 1 level= 42%
 - Moved 2 levels= 33%
 - Moved 3 levels= 14%
- After school tutoring:
 - Healthy Cities tutoring focus on phonics(21 students)
- Teachers work with small groups of students
- Weekly grade level planning time
- Instructional coaching with district Coach
- Professional Learning Community (PLC) work focused schoolwide on Main Idea/Details of Informational Text
 - Vertical alignment
 - K-2 focused on foundational skills
- Weekly Screen Team meetings reviewed and/or created SMART Goals for identified students through the pre-SST process
- MTSS TOSA held 52 SSTs
- TK Teacher provided small group instruction to 2nd graders

Additional Next Steps for 2026-27

- PLC work to expand and include math for 2026-27
- Book study on UDL practices
- Weekly Planning with Instructional Coach focusing on UDL and CRLP Lesson Planning

Questions? Thank you!