

**Local Control Accountability Plan
(LCAP)
MID YEAR REPORT
2024-2025**

Agenda

1. What is LCAP?
2. LCAP Goals
3. Goal 1
 - a. Attendance, Suspensions
4. Goal 2
 - a. Multilingual Learners
5. Goal 3
 - a. Academics

What is the LCAP?

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

NEW LCAP GOALS

- Developed in Spring of 2024 and adopted in June 2024
- First year of implementation is 2024-2025 and ends in 2026-2027.

Reminder of the purpose of this work:

The LCAP is a document that communicates to internal and external stakeholders how our district plans to operationalize equity.

Acronyms

Local Control Accountability Plan	LCAP	School Accountability Report Card	SARC
California Assessment of Student Performance and Progress	CAASPP	Cognitive Behavior Interventions for Trauma in Schools	CBITS
Students with disabilities	SWD	Comprehensive Support and Improvement	CSI
Children and Youth Behavioral Health Initiative	CYBHI	Additional Targeted Support and Improvement	ATSI
Socioeconomically Disadvantaged	SED	Professional Learning Community	PLC
Multi-Tiered Systems of Support	MTSS	Long Term English Learner	LTEL
African American	AA	Community School Coordinator	CSC
Positive Behavioral Interventions and Supports	PBIS	Family Center Administrative Assistant	FCAA
English Learner	EL		

CA Dashboard and Red Indicators

2023-2024	2024-2025
<p>District Wide English Learner Progress</p> <p>English Language Arts (ELA): (Orange)</p> <ul style="list-style-type: none">• Sub group: English Learner <p>Mathematics: (Yellow)</p> <ul style="list-style-type: none">• Sub Group: African American and English Learners <p>Chronic Absenteeism: (Orange)</p> <ul style="list-style-type: none">• Sub group: African American <p>Suspension: (Orange)</p> <ul style="list-style-type: none">• Sub group: African American	<p>District Wide English Learner Progress (Green)</p> <p>English Language Arts (ELA): (Orange)</p> <ul style="list-style-type: none">• Sub group: English Learners, Homeless, LTELs, and SWD <p>Mathematics: (Orange)</p> <ul style="list-style-type: none">• Sub Group: Homeless, LTEL's, SED, SWD and English Learners <p>Chronic Absenteeism: (Yellow)</p> <ul style="list-style-type: none">• Sub group: Pacific Islander <p>Suspension: (Green)</p> <ul style="list-style-type: none">• Sub group: No student group

Unduplicated Pupils 2024/2025

School	Total Enrollment 24/25	Free & Reduced 24/25	Foster 24/25	Homeless 24/25	Migrant. 24/25	English Learners 24/25	Unduplicated pupils 24/25	24/25 Percentage
Adelante Selby	582	336	0	21	6	231	377	65
Clifford	698	332	0	17	1	143	366	52
Garfield	280	522	0	40	3	211	272	97
Henry Ford	445	280	1	20	2	165	310	70
Hoover	675	647	0	144	20	450	658	97
Kennedy	808	520	2	55	8	208	559	69
McKinley	476	422	0	63	4	213	443	93
North Star	527	30	0	3	0	13	50	1
Orion	512	131	0	15	0	86	168	32
Roosevelt	382	255	1	31	0	165	279	73
Roy Cloud	636	79	0	3	0	33	102	16
Taft	357	319	3	50	2	235	346	97
Total	6394	3606	7	462	46	2156	3738	62

Unduplicated Pupils 2023/2024

Schools	Total Enrollment	Free & Reduced	Foster	homeless	Migrant	English Learners	Unduplicated pupils	Percentage
Adelante Selby	510	290	0	17	11	195	337	66
Clifford	659	256	3	12	0	146	307	47
Garfield	396	354	0	17	3	274	383	97
Henry Ford	433	245	1	15	2	147	283	65
Hoover	629	567	0	54	35	407	615	98
Kennedy	748	449	2	27	10	192	494	66
McKinley	446	383	0	17	8	190	417	93
North Star	530	31	0	2	0	10	44	8
Orion	416	120	0	2	2	78	152	37
Roosevelt	433	278	1	6	3	177	323	75
Roy Cloud	592	56	0	0	0	19	76	13
Taft	331	282	0	10	1	204	307	93
Total	6123	3311	7	179	75	2039	3738	61

Goal 1:

By June of 2027, 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.

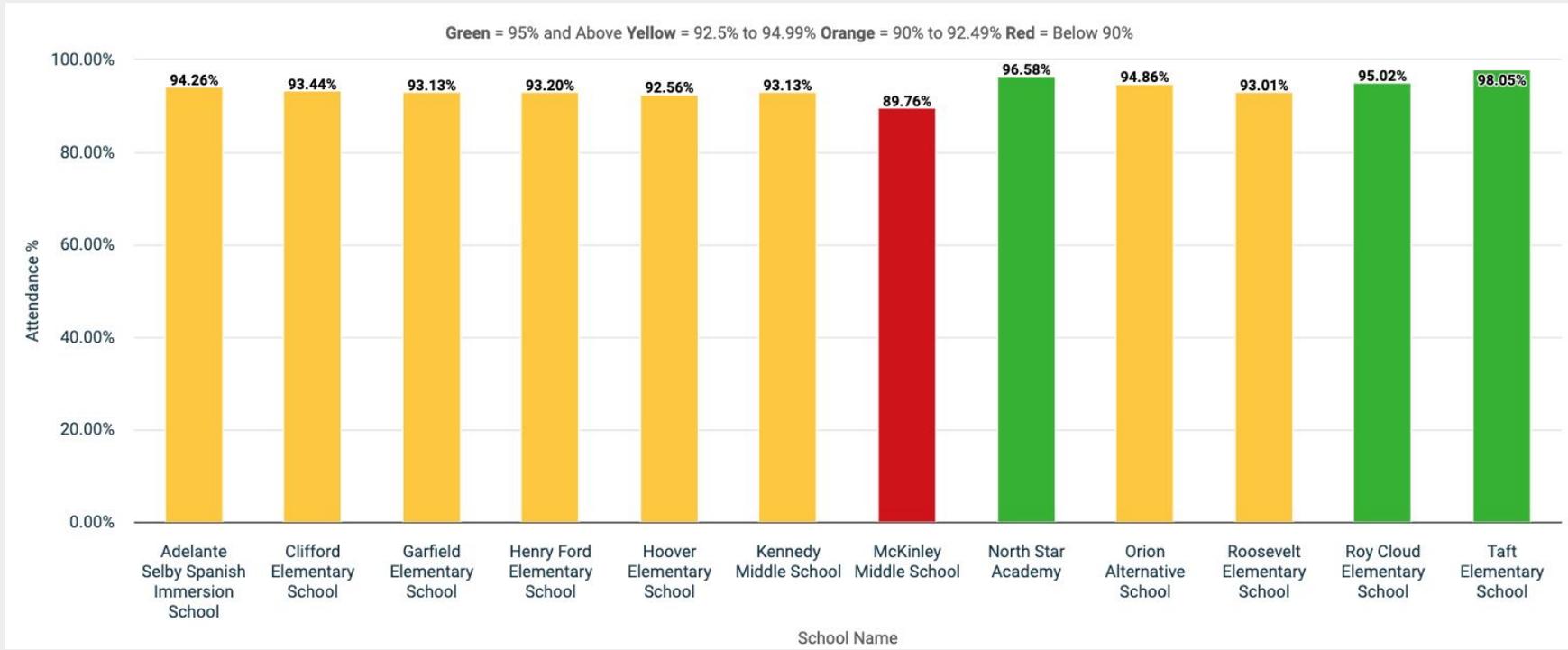
Improve Attendance rate by 2% each year in all groups.

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

Attendance Rate		
2023-2024 Baseline	2024-2025 (as of 02/11/2025)	2026-2027 Goal
District: 93.3% EL: 92.5% LTEL: 93.6% Homelessness: 91.6% Foster: 89.7% SED: 93% SWD: 92.1% AA: 92.1%	District: 94 % EL: 92.8% LTEL: 89.3% Homelessness: 93% Foster: 88.4% SED: 93% SWD: 92% AA: 91.7%	District: 99.7 % EL: 97.3% LTEL: 99.4% Homelessness: 97.6 Foster: 96.4% SED: 99% SWD: 98.1% AA: 97.7%

Attendance by School Site: Data on February 11, 2025

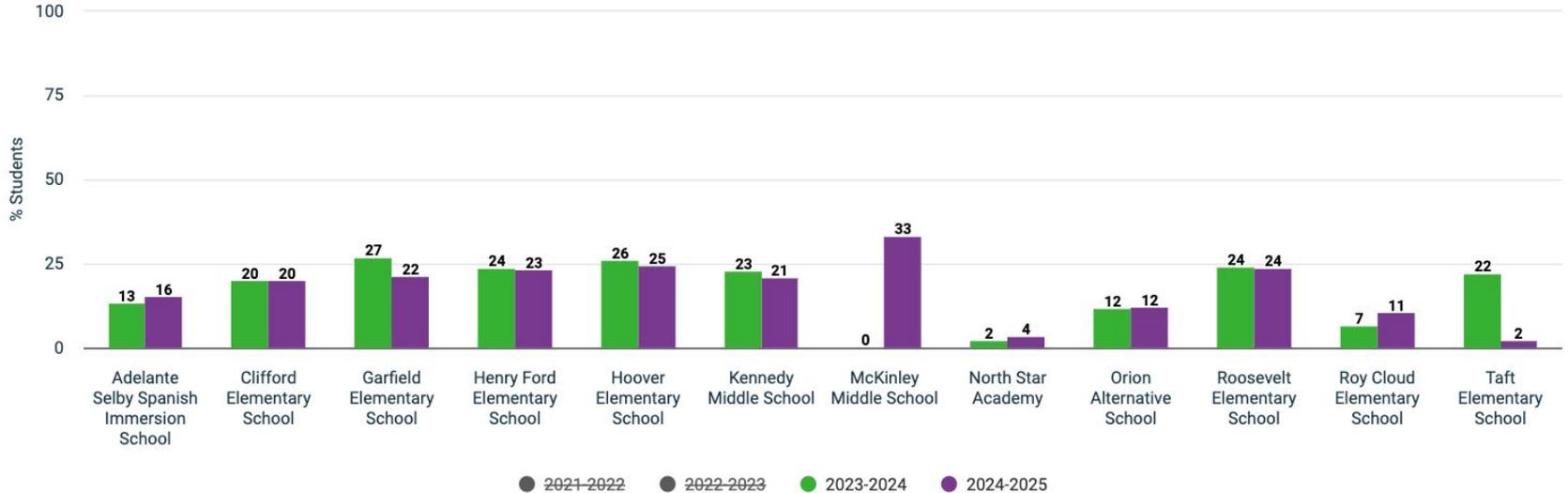


Absenteeism

Chronic Absenteeism		
2023-2024 Baseline	2024-2025 (as of 02/11/2025)	2026-2027 <i>Goal</i>
District: 18.3% EL: 26.4% LTEL: 20.7% Homelessness: 30.4% Foster: 50% SED: 24% SWD: 25.4% AA: 35%	District: 18.7% EL: 25.7% LTEL: 40.6% Homelessness: 24.1% Foster: 40% SED: 24.6% SWD: 29% AA: 36.4%	District: 9.9% EL: 17.6% LTEL: 11.5% Homelessness: 21.4% Foster: 24.3% SED: 14.8% SWD: 17.1% AA: 26%

Chronic absenteeism rate: Data on February 11, 2025

Chronic absenteeism rate through the years by school

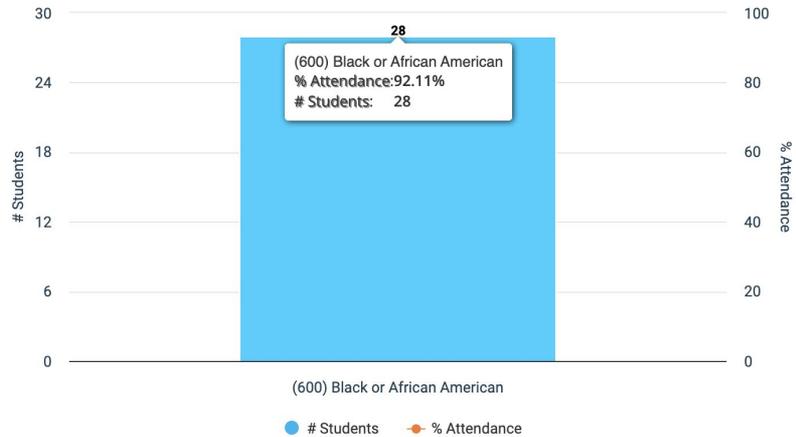


Dashboard Red Indicators to monitor for attendance: Current data Feb. 13 2025

2022-2023 African Americans

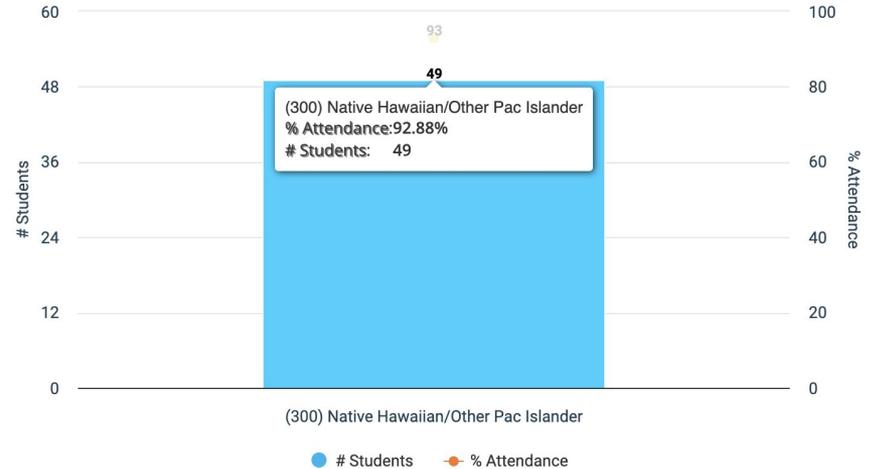
What is the Attendance for Each Student Race?

The attendance for each student racial group for the current year.



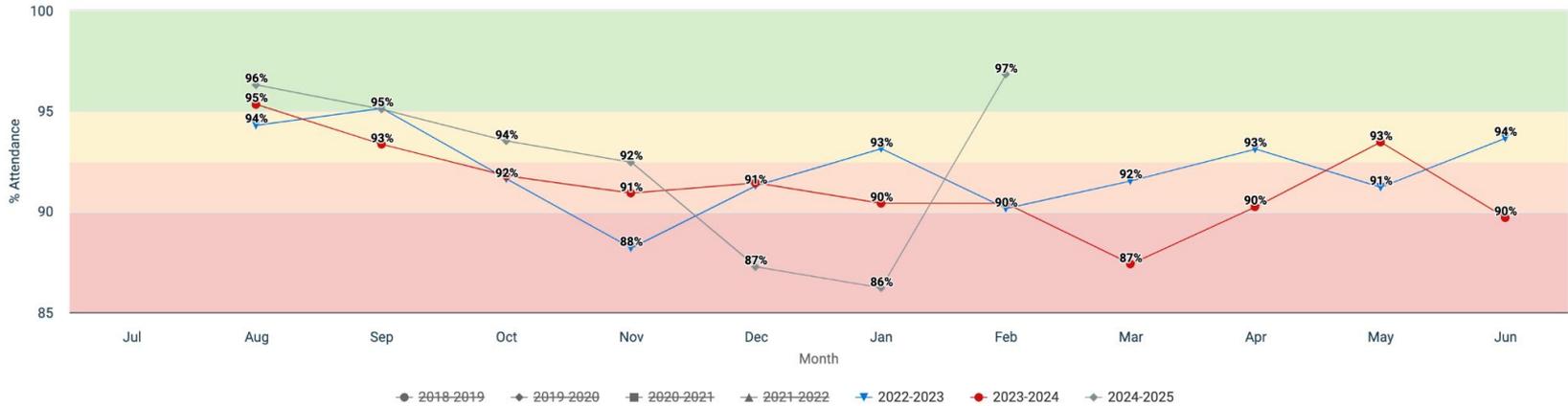
2023-2024 Pacific Islanders

The attendance for each student racial group for the current year.



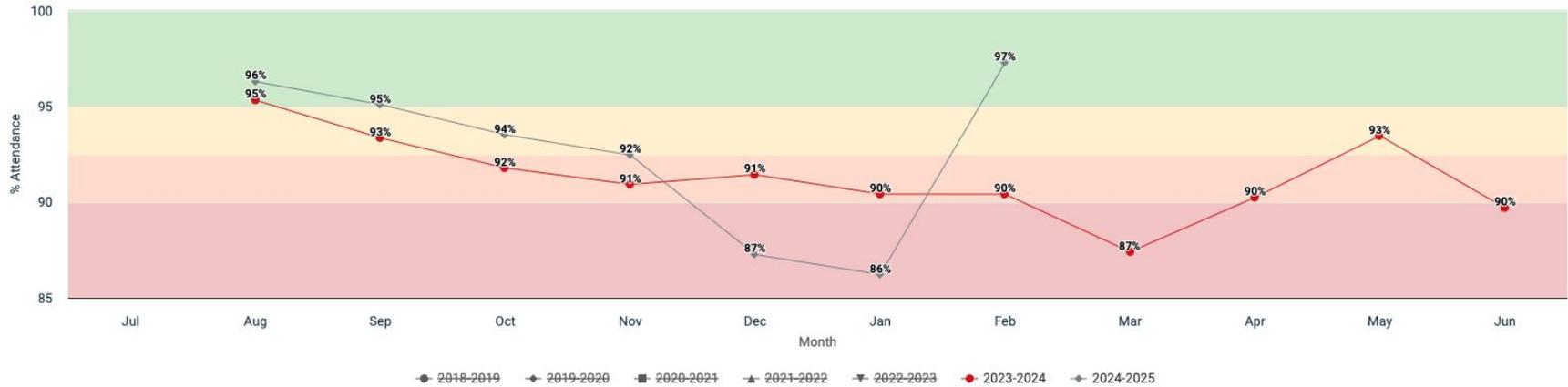
African American: Comparison for 2022-2023, 2023-2024 and 2024-2025 (Data on Feb. 13,2025)

How student attendance % varies within a school year across the current and previous school years.



Pacific Islander : Comparison for 2023-2024 and 2024-2025 (Feb. 13, 2025 data)

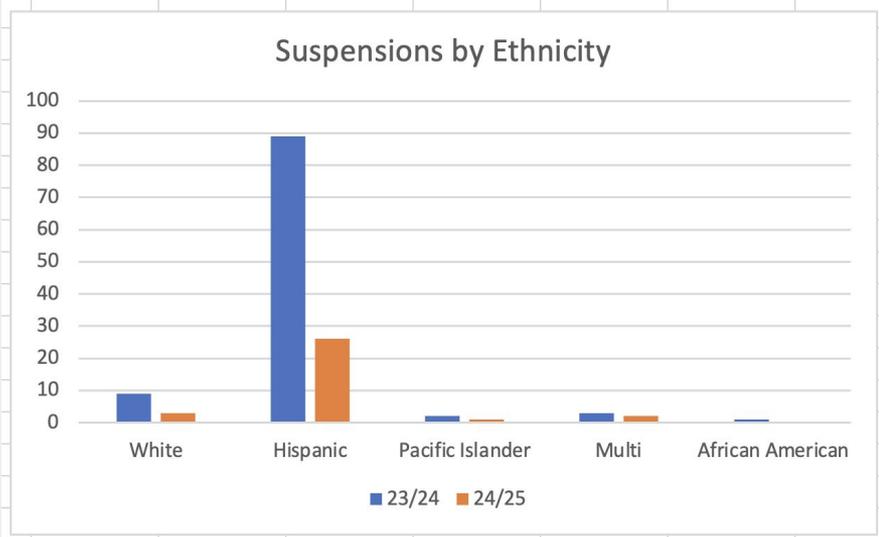
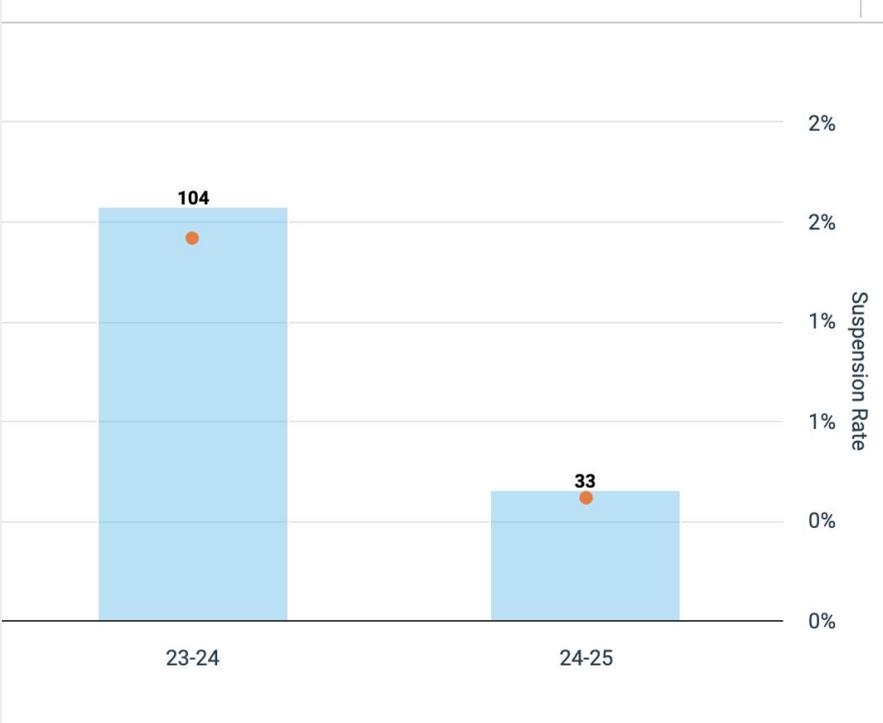
How student attendance % varies within a school year across the current and previous school years.



Suspensions

2023-2024 Baseline	2024-2025 (As of 02/11/25)	2026-2027 Goal
District EL: 2.2% LTEL: 7.8% Homelessness: 3.8% Foster: 0% SED: 3.2% SWD: 4.4% AA: 5%	District: 0.6% EL: 1.1% LTEL: 3.9% Homelessness: 1.3% Foster: 0% SED: 0.9% SWD: 1.4% AA: 0%	District: 0.2% EL: 0.7% LTEL: 3.0% Homelessness: 0% Foster: 0% SED: 0.8% SWD: 0.8% AA: 3%

Suspensions



1.2 Tier 1: Positive Behavioral Interventions and Supports (PBIS)

Currently six schools are participating in PBIS training through the SCCOE.

Year 1 schools: Clifford, Orion and MIT

Year 2 schools: Roosevelt, Henry Ford and Kennedy

Hoover and Taft Schools completed Year 1 and 2 and are now reviewing Tier-2 and 3 supports

Tier-1 Observations (what was being done and what was implemented)

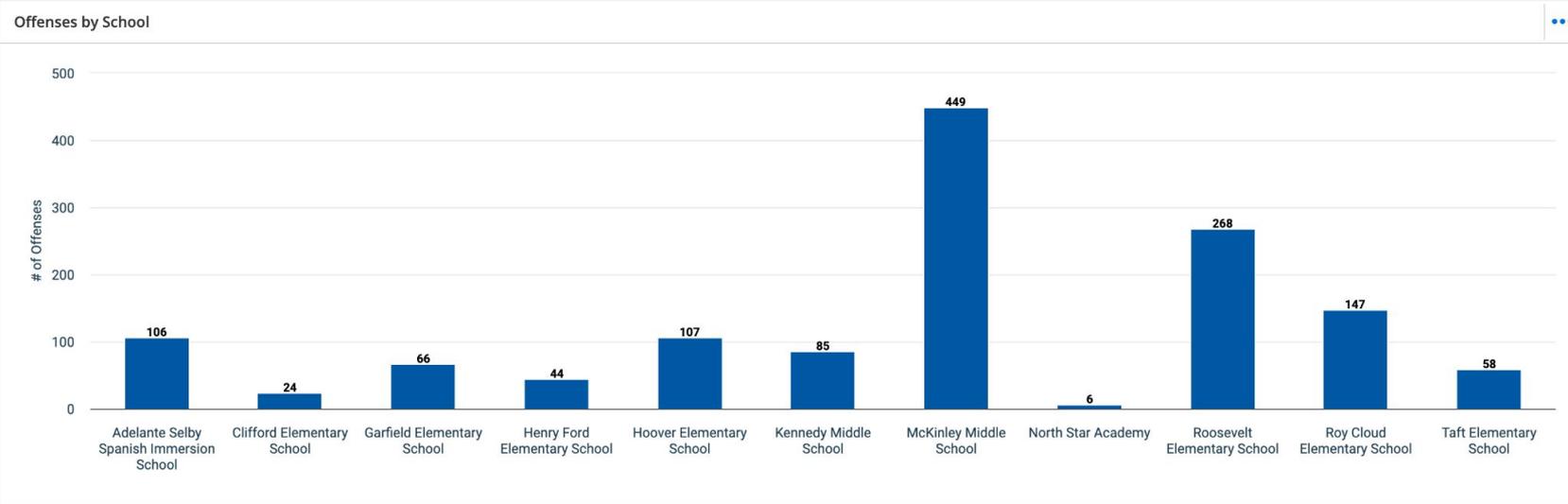
Focused on Tier 1 Classroom Management, environmental, and behavioral strategies. Both with the teacher and the classroom itself.

This included but was not limited to observing if the classroom/school-wide PBIS mantra and expectations were posted, how the teacher and students interacted with one another, what forms of reinforcement are being used and at what frequency (praise to reprimand). Provided 1:1 consultation with teachers, staff and administrators in ways to help support them with PBIS tier one strategies and social/emotional learning.

Tier 1 PBIS	
Grade	Number of Classes
TK-5th	21
6th	28
7th	24
8th	14
Electives	6
All	93

Analysis of overall behaviors at school sites

Range 8/14/2024-2/10/2025

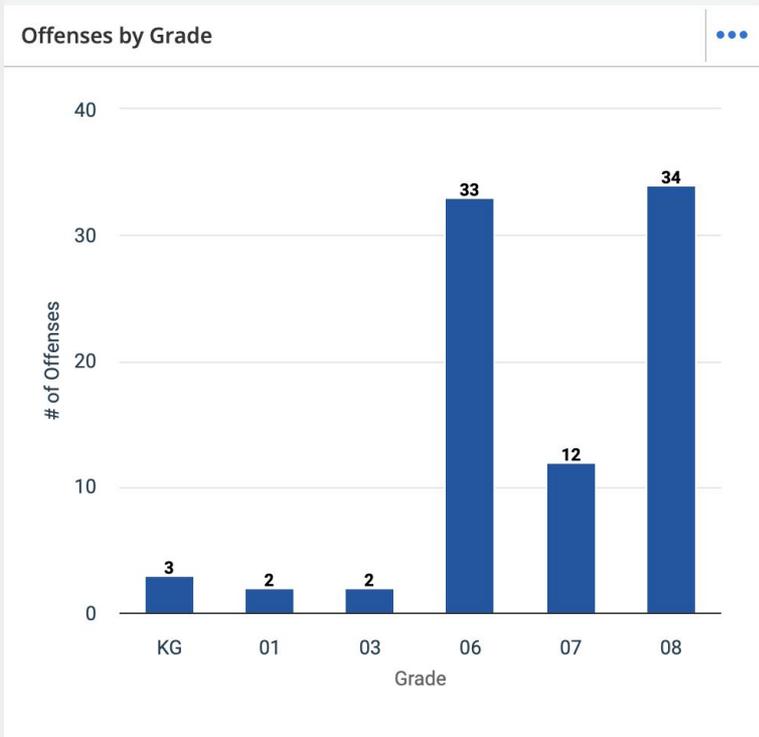


Bothering others, Harassment, defiance, Hate Comments, Disregard for School Rules, Disrespectful Behavior, Property Damage, Fighting, Bullying Behavior, Profanity, Stealing, Vandalism



Analysis of overall behaviors by grade level

Range 8/14/2024-2/10/2025



Opportunity School

Opportunity School (OS) Program: Placement and Services										
Number of Referrals grade level			Number of Referrals for General Ed and Special Ed students.				Number of Students in O.S. Placement or Services			
	23-24	24-25	23-24		24-25		23-24		24-25	
Grade	#	#	Gen. Ed	Sp.Ed	Gen. Ed	Sp. Ed	Placement	Services	*Placement	*Services
6th	2	4	2	0	3	1	0	2	1	2
7th	5	4	4	1	4	0	1	3	0	3
8th	16	7	14	2	5	2	9	16	4	6
All	23	15	20	3	13	3	10	21	5	11

*24-25 As of Feb. 11, 2025

1.7 Tier III: McKinney-Vento (Homeless) Students

The McKinney-Vento Act defines homeless children and youth as individuals who lack a **fixed**, **regular**, and **adequate** nighttime residence. This definition also includes:

- **Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;**
- **Children and youth who may be living in motels, hotels, trailer parks, shelters;**
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

1.7 Tier III: McKinney-Vento (Homeless) Students

School Year	Cumulative Enrollment	Homeless Student Enrollment	Temporarily Doubled Up		Temporary Shelters		Hotel/Motels		Temporarily Unsheltered	
			%	#	%	#	%	#	%	#
2019-2020	7,417	76	59.20%	45	30.30%	23	6.60%	5	3.90%	3
2020-2021	6,952	91	54.90%	50	28.60%	26	1.10%	1	15.40%	14
2021-2022	6,651	142	69.70%	99	17.60%	25	4.20%	6	8.50%	12
2022-2023	6,585	245	90.60%	222	6.50%	16	2.40%	6	0.40%	1
2023-2024	6,661	402	93.50%	376	3.00%	12	2.00%	8	1.50%	6
2024-2025 (As of 1/31/25)	6,588	500	97.39%	485	1.00%	3	1.00%	5	1.00%	4

1.7 Tier III: Educational Rights

Under the McKinney-Vento Homeless Assistance Act, your child has the right to:

- Receive a free and appropriate public education, and instructional services comparable to those provided to other students.
- Enroll in school immediately, even if they lack documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers required documents.
- The local school of attendance or continue attending their school of origin (the school attended when permanently housed or the school in which they were last enrolled), depending on preference & feasibility.
- Receive public transportation to and from the school of origin, if eligible.

Is my family considered homeless?

If your family is living in any of the conditions listed under the McKinney-Vento Act, your child may be eligible for McKinney-Vento services.



1.9 Tier III Behavior Specialist

School Site	Individual	Group	Closed	Active
Adelante	1	0	0	1
Clifford	2	1	0	3
Garfield	4	1	0	5
Henry Ford	1	0	0	1
Hoover	0	1	0	1
Orion	2	2	0	4
Roosevelt	5	4	0	9
Taft	6	0	0	6
Total	21	9	0	30

Climate Survey

2023-2024 Panorama

District

EL: 2.2%

LTEL: 7.8%

Homelessness: 3.8%

Foster: 0%

SED: 3.2%

SWD: 4.4%

AA: 5%

School year 2024-2025 we moved to California Healthy Kids Survey which was sent out to families in February-window closed in March.

4-8 students will be given Student survey in March.

Fall Climate Survey

 Responded

3493

 Completed

3271 ^{94%} completed

Question	Percent Favorable
1. I feel close to people at school	70%
2. I am happy at school	62%
3. The teachers at this school treat students fairly	66%
4. I feel safe at school	66%
5. It is hard for me to stay focused when doing my work	32%
6. I try hard on my school work because I am interested	59%
7. I work hard to try to understand new things when doing my school work	77%

Fall Survey Continued

Question	Percent Favorable
8. There is a teacher or other adult from my school who really cares about me	57%
9. There is a teacher or other adult from my school who tells me when I do a good job	69%
10. There is a teacher or other adult from my school who notices when I'm not there	57%
11. There is a teacher or adult or other adult from my school who checks on how I am feeling	45%
13. There is a teacher or other adult from my school who believes that I will be a success	67%
14. We have opportunities to collaborate on projects in our classroom	74%
15. When you have a conflict, do you feel like you are able to share what happened and feel like an adult listened to you?	53%



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT

1.1 Tier 1 Social Emotional Supports (SEL)

Gender and Sexuality Alliance advisors at 4-8	Seven schools are participating
Collaboration with Stanford	November 1st: Held Mindfulness Workshop for TK-2nd, Reading Intervention, MTSS TOSAs and Mental Health Counselors.
Wayfinder Pilot	North Star Academy and Garfield

1.5 Community Schools

A Community School...

A Community School is a **school model** aimed at **supporting students' achieve wellness** in all domains of their development as individuals: **social, emotional, physical, and intellectual**

Community School adopts the **whole child approach** through a *full-service* school model.

The **foundation** of the model is **collaboration and integration**: families, partner agencies, and school team **come together** to fulfill our students needs and support their growth.

1.5 Community Schools

Purpose of a Community School Model...

- Aimed to improve student outcomes
- Create a supportive environment
- Address the needs of the whole child
- Remove barriers to learning

By implementing...

- Holistic approach
- Increased engagement
- Tailored resources
- Collaborative environment
- Improved academic outcomes

1.5 Community Schools

LCAP Supports...

- 6.0 FTE Community School Coordinator positions
- 6.0/ 3.29 FTE Family Center Administrative Assistants
- Supplements additional resources and services for families enrolled in THRIVE Program (case management for families facing housing insecurity)
- 9.5 District Mental Health Counselors

1.5 Community Schools

CSC & FCAA Responsibilities...

- Work collaboratively with school administrators, teachers, families, and students to identify, integrate and align academic and non-academic programs, partners and resources with site priorities
- Orchestrate supplemental student and family activities, including, but not limited to family support services, health, wellness education and access to mental health services.
- Establish and implement protocols for site partnerships including tutoring, student mentoring, sports, enrichment, family liaisons, mental health, safety net supports, food distribution, etc.
- Oversee and manage site expanded learning programs
- Support the development of youth leadership, parent engagement and family support.
- Connect families with families and support with navigation and access.
- Build connections between school and local resources
- Participation in site teams(Screen Team, Leadership, Cafecitos, SSC, ELAC & Advisory Councils)

1.5 Community Schools

24-25 Trimester 1 Data-at-a-Glance

Expanded Learning <i>(BGCP, Casa Circulo, Catalyst Kids, YMCA, REACH -Parks and Rec., PAL, Siena Youth Center)</i>	Interest List Total #: 1,880 Total Enrolled: 1,905 Total Dropped: 199 Total Waitlisted: 76
Mentoring <i>(El Centro de Libertad, Friends for Youth, SPARK, BBEST)</i>	Total Enrolled: 232 Total Dropped: 5 Total Waitlisted: 26
Tutoring <i>(Los Ayudantes, CAP, Healthy Cities, Menlo Math, Aire)</i>	Identified Students: 641 Total Enrolled for Trimester 1: 342 Total Pending: 71 Total Waitlisted: 21 Total Dropped/Exited: 27
Uniforms/Clothing	Number of Students in Trimester 1: 1,428
Backpacks	Number of Students in Trimester 1: 1,048

Second Harvest Food Distributions	Total Number of Families: 5,466 (duplicated)
Emergency Essential Items <i>(Food, toiletries, & clothing)</i>	Total Number of Families: 463
SamTrans Youth Unlimited Bus Passes	Total Number of Bus Passes Distributed in Trimester 1: 614
Holiday Drive (Thanksgiving, Gift Drives, Gift Cards etc)	Number of Families: 540 Number of Children: 1,029
Family Intakes	Number of Families Screened: 94
Student Drop In	4,299 student visits to the family centers (duplicated)
Parent/Caregiver Drop In	2,355 parent/caregiver visits to the family centers (duplicated)

1.5 Community Schools

RCSD's THRIVE program is an adaptation of a pilot program that ran from December, 2019 to November of 2023 at Kennedy School that worked to increase identification of households that were experiencing housing insecurity/homelessness and provide community-centered case management to referred households. Through the California Community School Partnership Program Grant the THRIVE program is now implemented at Garfield, Hoover, MIT and Taft.

THRIVE specifically serves and collaborates with RCSD household that are referred through respective Community School Coordinators via a tiered framework and that may identify as:

- McKinney Vento
- Facing eviction/ Fleeing Intimate Partner Violence (IPV)
- Households that self report housing insecurity/homelessness

Trimester 1 Data

*(2 full time case managers split
between 4 community school sites)*

Total Number of Referrals: 49

Total Active Caseloads: 35

Total Rapid Response: 13

Total Pending: 1

Total Closed: 12

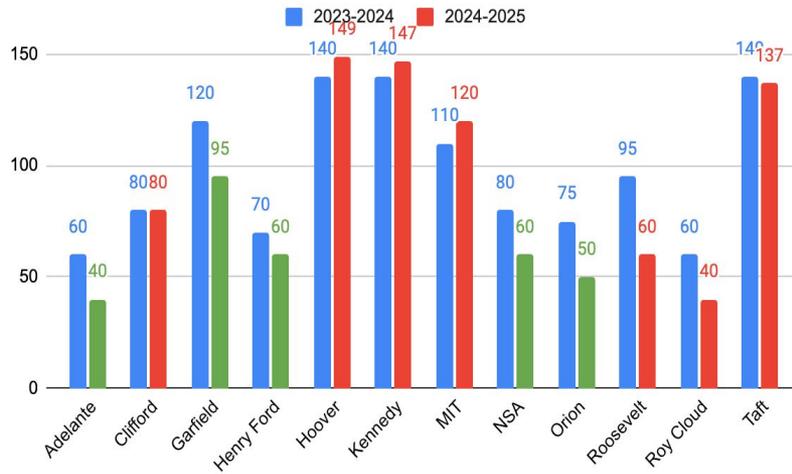
Total Waitlisted: 1

1.6 Site based Mental Health Supports

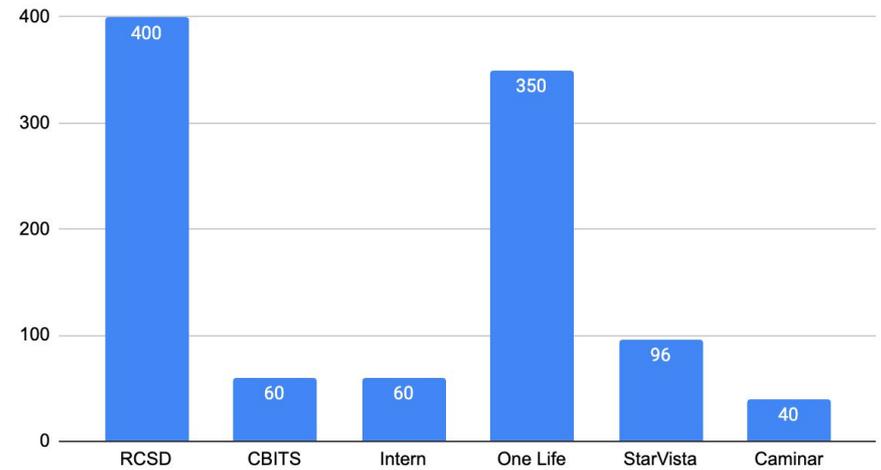
District Mental Health Counselors	All schools
One Life	All schools, except Roy Cloud
StarVista	Taft, Kennedy, Hoover
Caminar	Kennedy
Interns	Hoover, McKinley
Trauma Informed: CBITS	Kennedy, Hoover, Garfield, Taft

1.6 Site based Mental Health Supports

Counseling Hours/Week

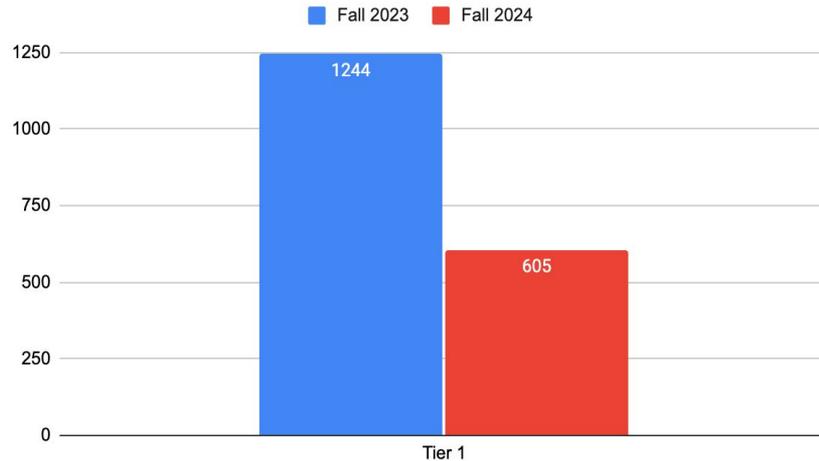


Hours of Counseling/Week by Provider

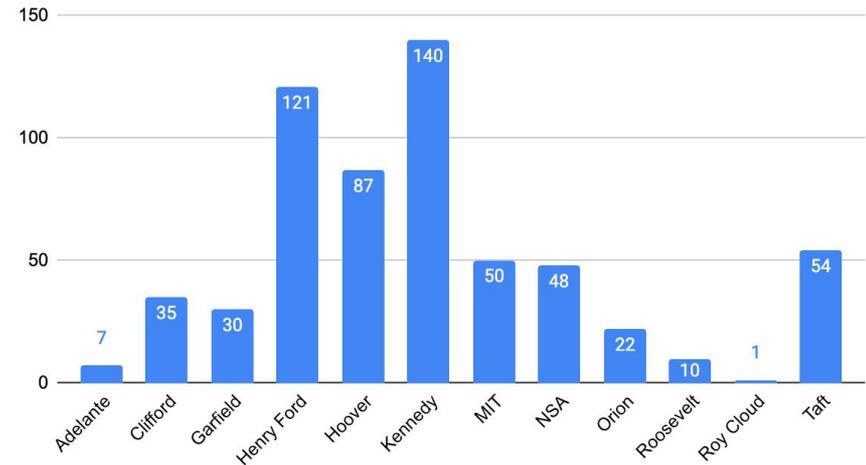


1.6 Site based Mental Health Supports

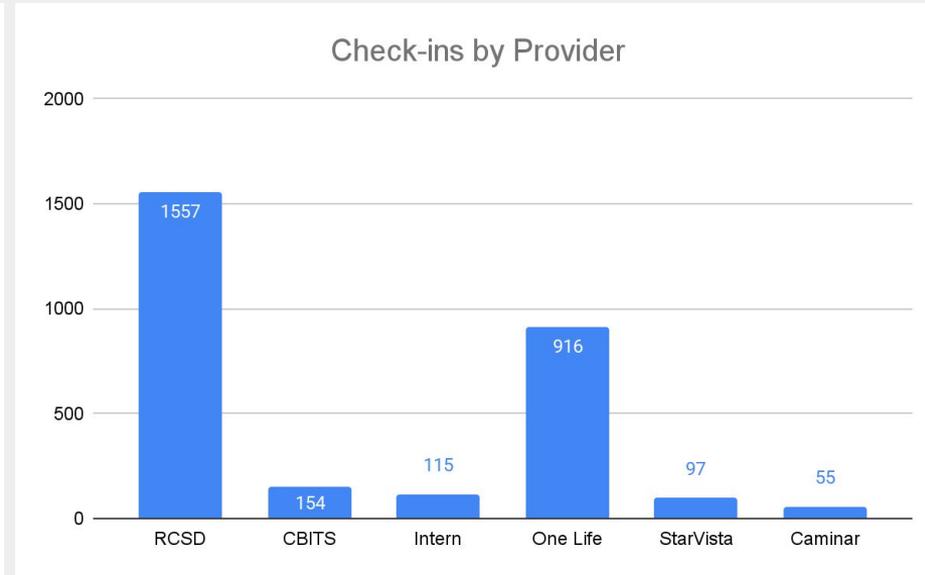
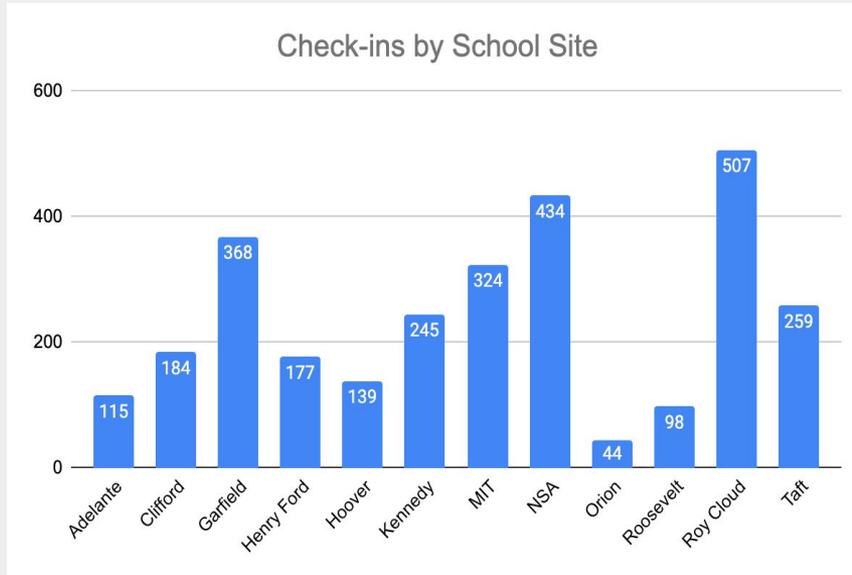
Tier 1 Interventions



Tier 1 Interventions

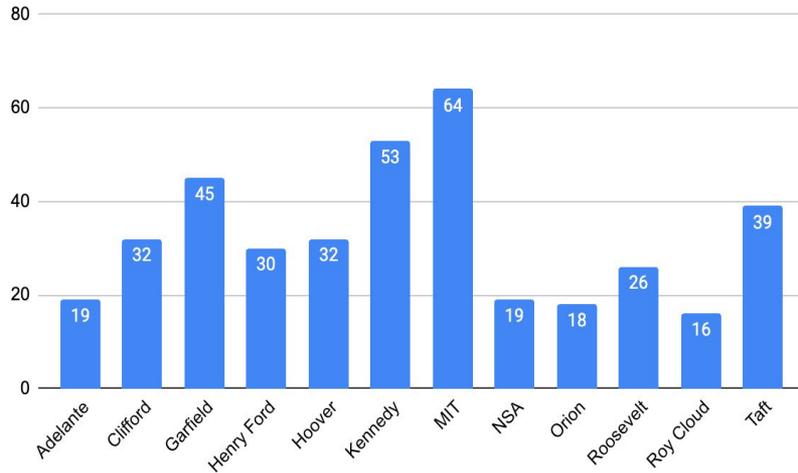


1.6 Site based Mental Health Supports

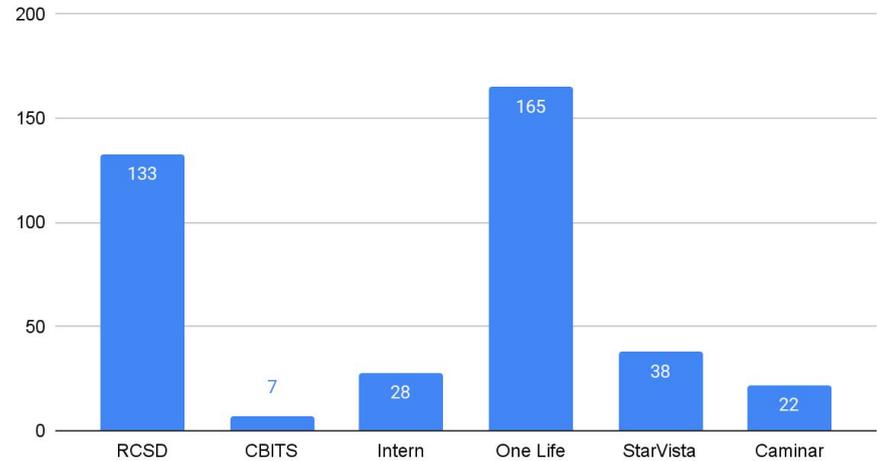


1.6 Site based Mental Health Supports

Students in Individual Therapy by School Site

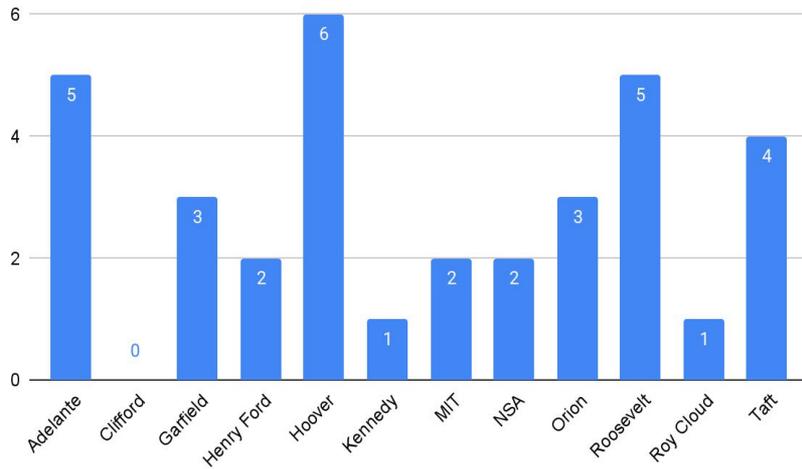


Students in Individual Therapy by Provider

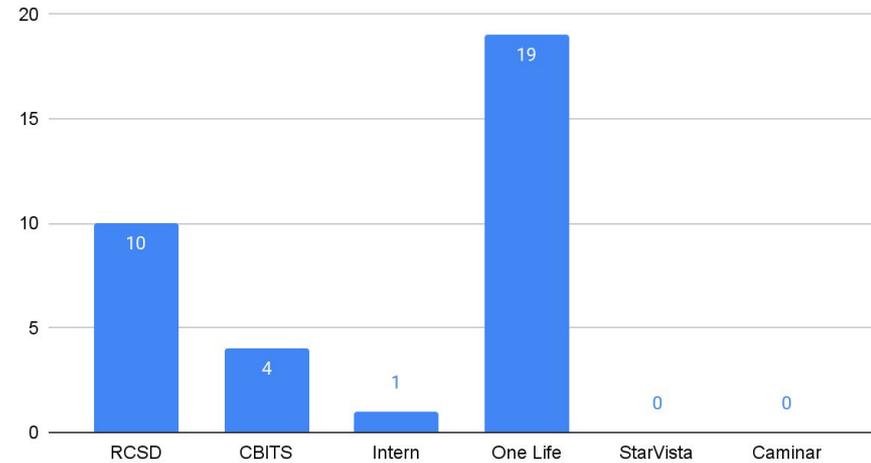


1.6 Site based Mental Health Supports

Group Therapy by School Site

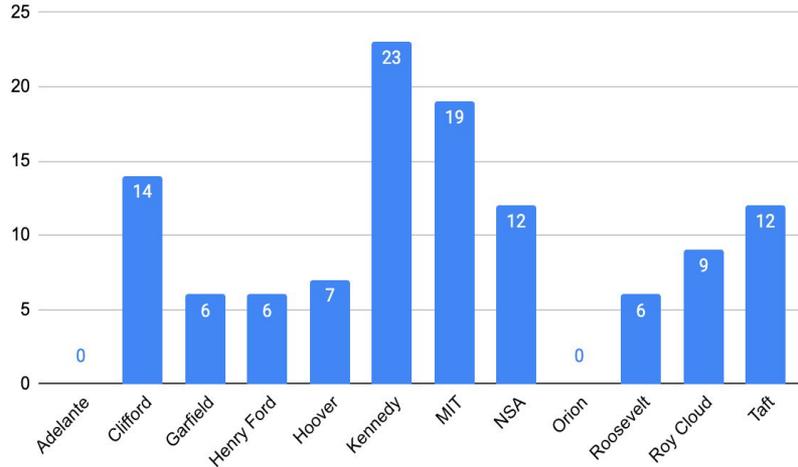


Group Therapy by Provider

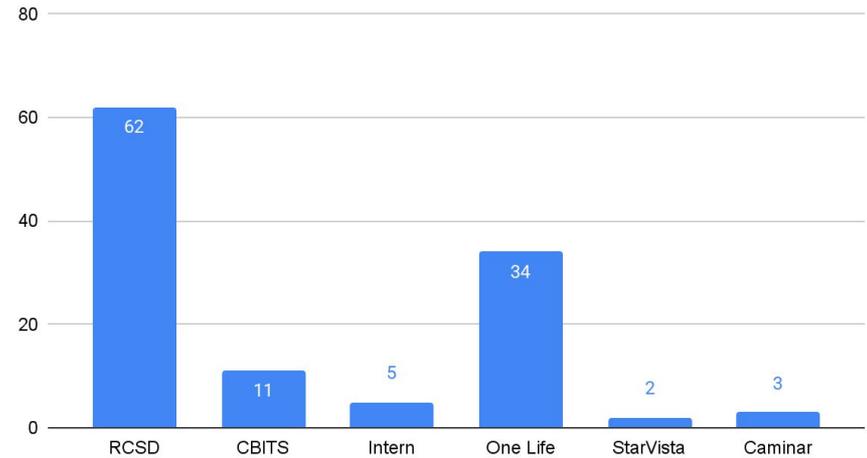


1.6 Site based Mental Health Supports

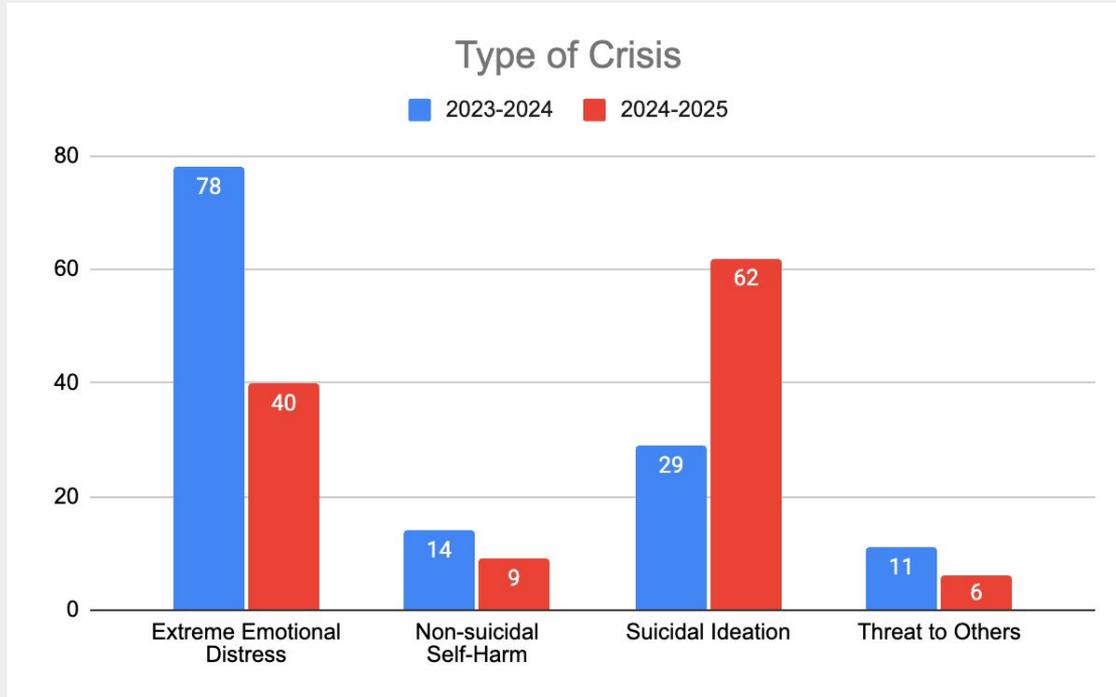
Crisis Interventions by School Site



Crisis Interventions by Provider



1.6 Site based Mental Health Supports



1.4 Tier 1: Trauma Based Training

CBITS Grant

- 2 counselors at 4 school sites
- Running trauma groups in Spanish
- 1st of a 2 year grant, will end June 2026

School	Number of teachers trained
Kennedy	10
Hoover	10
Garfield	10
Taft	10

1.6 Site based Mental Health Supports

Interns

- 3 this school year (1 at Hoover and 2 at MIT)

CYBHI Fee Schedule

- Looking at starting in the new school year
- Working with SMCOE, DHCS, and Carelon Behavioral Health to get set up
- Potential reimbursement of \$300,000-\$400,000 next school year (estimated)

1:10 MTSS TOSA

Part Time	Taft, Orion, Roy Cloud, Adelante Selby, North Star, Henry Ford
Full -Time	Kennedy, MIT, Clifford, Hoover, Roosevelt, Garfield

Oversee and Facilitate Student Success Team (SST) Process:

- Meet with teachers to create pre-implement Tier 1 and Tier 2 strategies/support plans
- Organize steps and documentation for SST meetings

Screen Team:

- Coordinate and facilitate weekly meetings to review student data, referrals and plan next steps.

Attendance:

- Oversee attendance protocols
- Facilitate SESP process
- Collaborate with Community School Specialist for Tier 3 management and support

Staff and Family Presentations:

- Create and present SST process, student data, student referral pathway, etc.

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%

Goal 2

	2023-2024 Baseline	2024-2025 (as of 12/20/2024)	2025-2026 <i>Projection if increase/decrease</i>	2026-2027 Goal
ELPAC	38.5%	Not yet available Goal: 44.25	50%	55%
Reclassification rate	May 2024 15.3%	4%	16%	20%
Long Term English Learner	26%	30%	15%	10%

Summative ELPAC

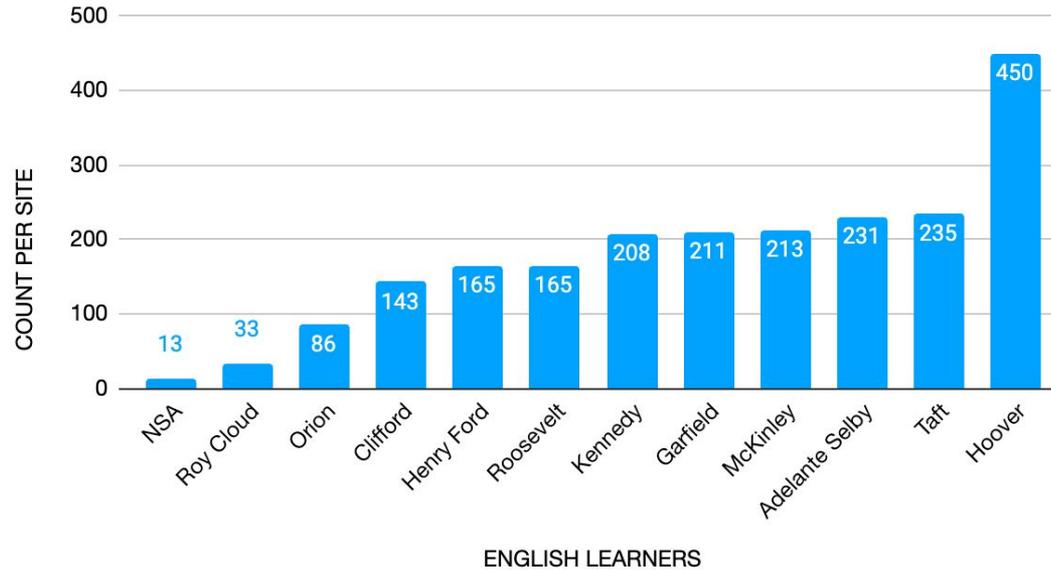
2023-2024	2024-2025
EL making 1 year progress 38.5% ELPAC Levels Level 4: 9.5% Level 3: 28.1% Level 2: 30.6% Level 1: 28.5%	In progress

Assessment begins in February and end in May.
K-2 Entire test is 1:1 for all domains.

Currently whole group 3-8 are being completed for listening, reading and writing domains.

ENGLISH LEARNERS

ENGLISH LEARNERS PER SITE



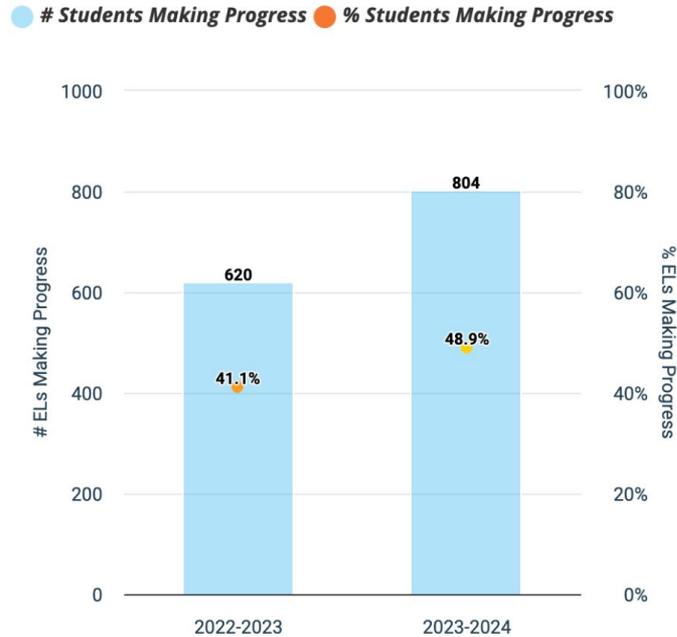
Total English Learners: 2,153

ENGLISH LEARNERS

English Language Progress Indicator - CA Dashboard



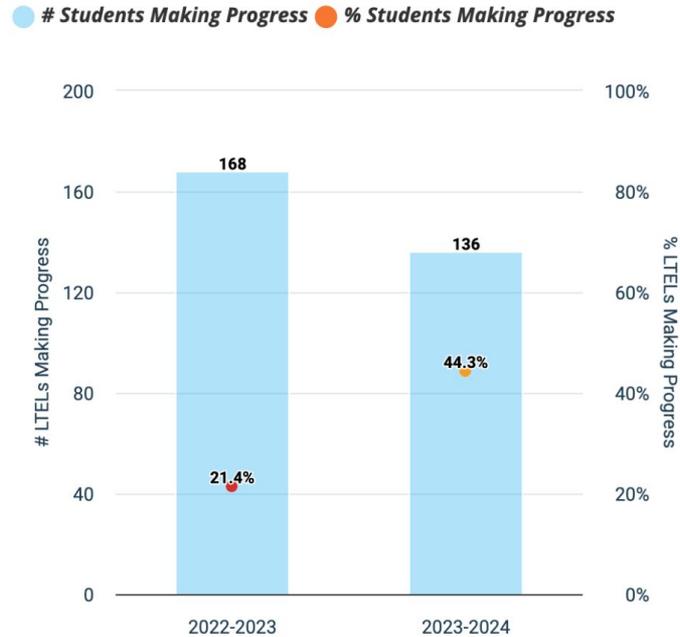
Number & percent of English learners making progress



English Language Progress Indicator, LTEL - CA Dashboard (#,%)



Number & percent of English learners making progress



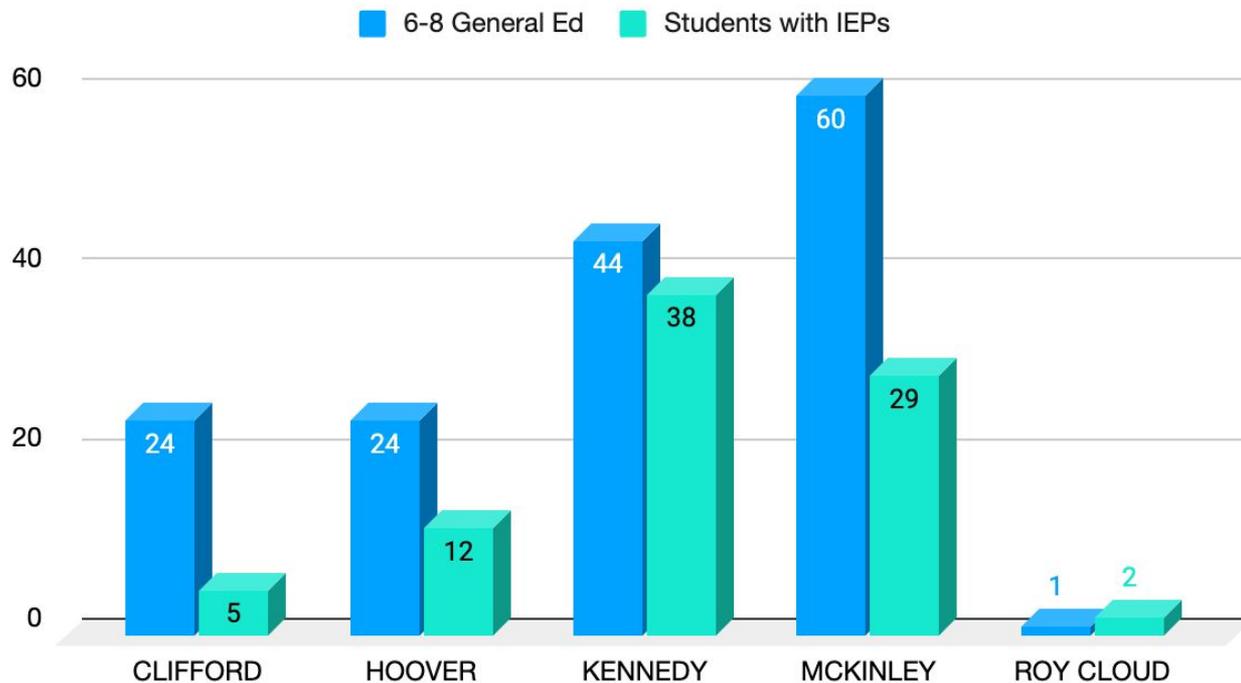
2.2 and 2.9 Tier 1: Professional Development Integrated ELD and Designated ELD

Teacher Created Materials Coaching Model has been implemented at our target sites:
CSI for 22-23 target sites Garfield and Roosevelt

ATSI for 22-23 target sites and schools who had red indicators for English Learners: Taft,
Hoover, Henry Ford, Clifford, McKinley

3 Coaching cycles for the ATSI schools and 5 cycles for the CSI schools
Cycles consist of Demonstration lessons by TCM trainers for 3-5 and 6-8
Debriefing lessons, and planning for instruction

LTEs 6-8 General Ed and Students with IEPs



Total LTEs:
239 students

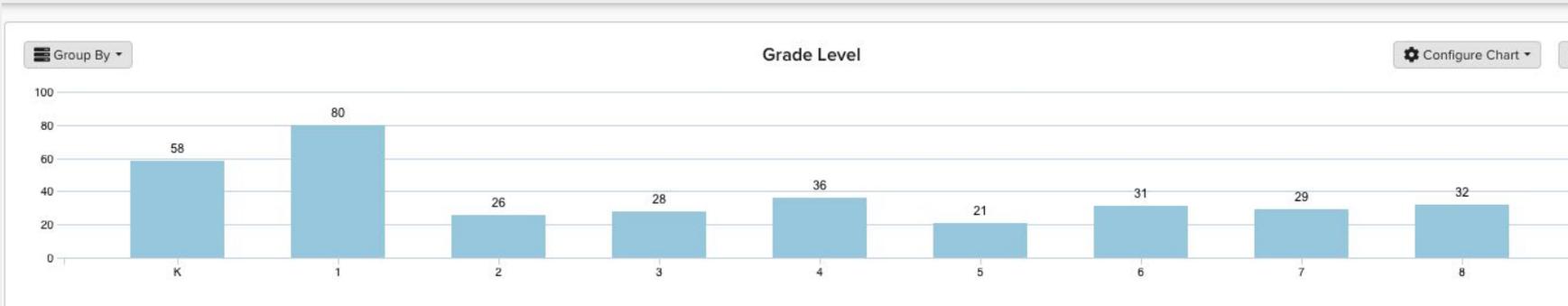
2.5 Tier II: Providing for additional needs

Field Trips for priority sites for unduplicated pupils:
Outdoor Education Fee is \$510 per student

School	Scheduled Date	Projected to attend	Projected cost	LCAP Estimated Support
Garfield	Sept. 23- Sept. 27	50	\$25,500	11 students
Taft	April 14-April 17	70	\$35,700	34 Students
Roosevelt	April 14-April 17	60	\$30,600	19 students)
Hoover	May 5- May 9	55	\$28,050	23 students

97% Hoover, Taft, Garfield
73% Roosevelt

2.6 Tier II: Specialized support for Newcomers



Newcomer Teacher on Special Assignment (TOSA)

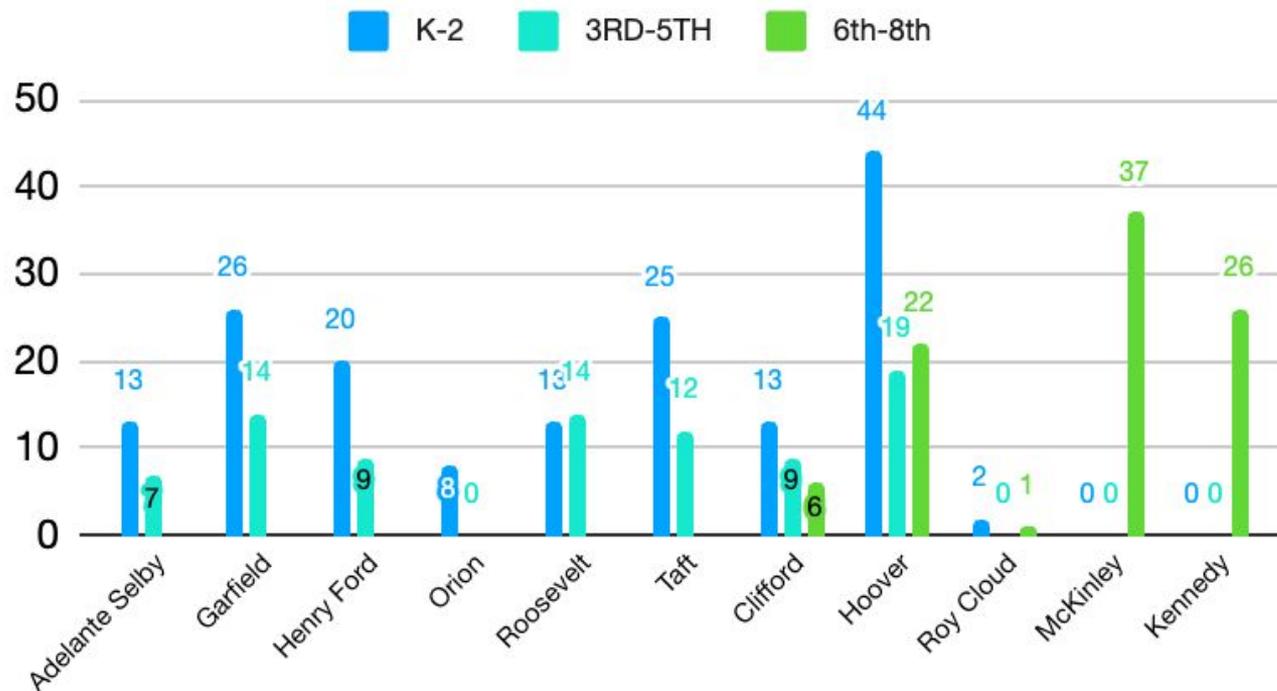
Middle School Newcomer Teachers: 0.5 at Hoover, 1.0 FTE at McKinley and Kennedy
1.0 at Hoover who supports 3-5

Instructional aides at sites who had large number of students in 3-8.

Full time Instructional Aides: Clifford, McKinley, Kennedy, Taft

Part-Time Instructional Aide: Garfield, Adelante, Henry Ford, and Roosevelt

Newcomer 24-25 per site



EST. 1895

REDWOOD CITY
SCHOOL DISTRICT

Goal 3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, 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 Assessment Local Data

i-Ready Reading Annual Growth		
2023-2024 Baseline Spring 2024	2024-2025 Data not available yet <i>(Spring Goal for 2025)</i>	2026-2027 Goal
District wide: 53% EL's: 47% LTEL's: 50% African American: 48%	District wide: <i>(57%)</i> EL's: <i>(51%)</i> LTEL's: <i>(54%)</i> African American: <i>(52%)</i>	District wide: 65% EL's: 59% LTEL's: 62% African American: 60%

i-Ready Assessment Local Data

i-Ready Math Annual Growth		
2023-2024 Spring 2024	2024-2025 Not available yet <i>(Spring Goal for 2025)</i>	2026-2027 Goal
District wide: 46% EL's: 42% LTEL's: 45% African American: 52%	District wide: (50%) EL's: (46%) LTEL's: (49%) African American: (56%)	District wide: 58% EL's: 54% LTEL's: 57% African American: 64%

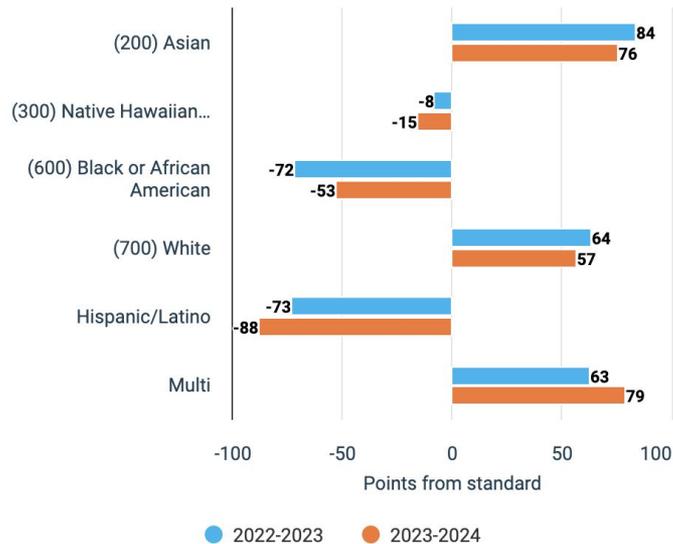
CAASPP Assessment

ELA Data		
2023-2024 Baseline	2024-2025 Data not available yet (<i>Spring Goal for 2025</i>)	2026-2027 Goal
Spring 2024 District wide: 45.2% EL's: 5.27% LTEL's: 1.2% African American: 32% SWD: 16.43%	Spring 2024 District wide: (50%) EL's: (10.18%) LTEL's: (6.9%) African American: (36.7%) SWD: (21.3%)	District wide: 59.7% EL's: 20% LTEL's: 18.3% African American: 46.1% SWD: 31%

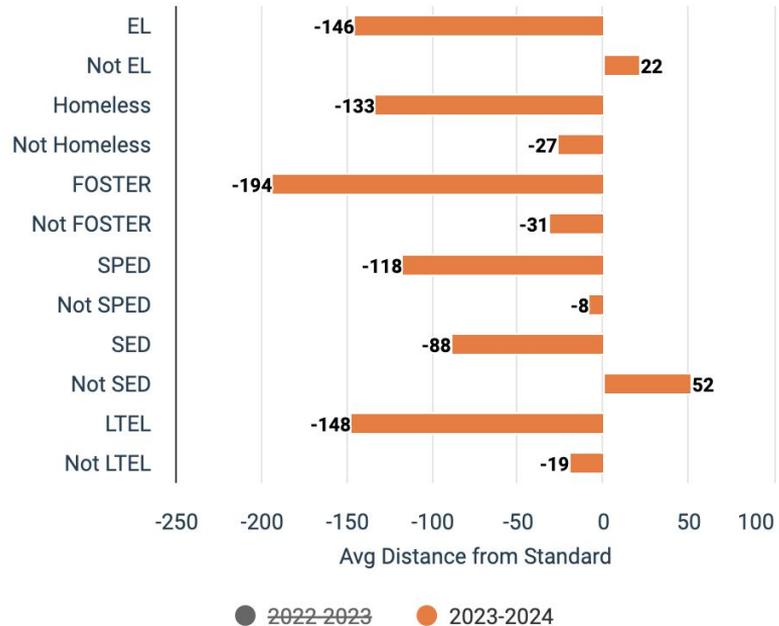
Subgroups

ELA distance from standard, by ethnicity - CA Dashboard

LEA Distance from standard for Continuously Enrolled Students and who have been enrolled in a U.S. school for at least 1 year



ELA distance from standard, by student group - all test takers



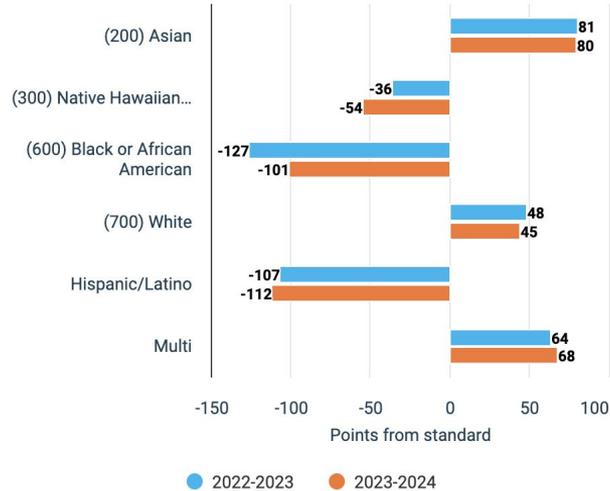
CAASPP Assessment

Mathematics Data		
2023-2024 Baseline	2024-2025 Not available yet <i>(Spring Goal for 2025)</i>	2026-2027 Goal
District wide: 37.17% EL's: 7.17% LTEL's: 0% African American: 25% SWD: 14.28%	District wide: <i>(41.6%)</i> EL's: <i>(10.11%)</i> LTEL's: <i>(4%)</i> African American: <i>(27.6%)</i> SWD: <i>(17.2%)</i>	District wide: 46% EL's: 16% LTEL's: 12% African American: 33% SWD: 23%

Subgroups

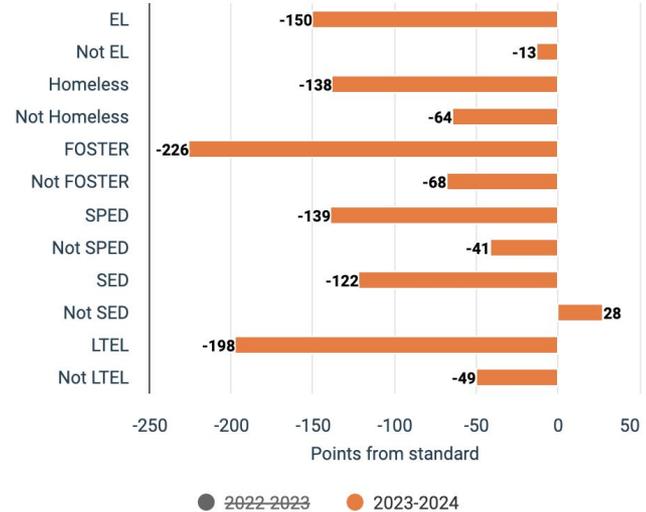
Math distance from standard, by ethnicity - CA Dashboard

LEA Distance from standard for Continuously Enrolled Students



Math distance from standard, by student group - CA Dashboard

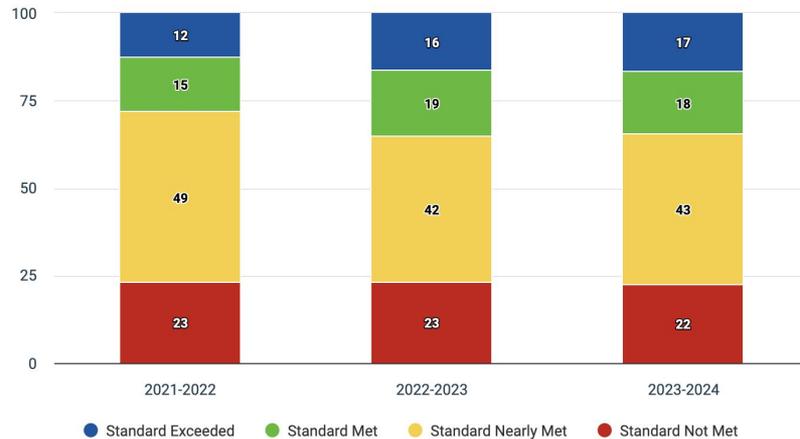
LEA Distance from standard for Continuously Enrolled Students



CAASPP: Science 5th and 8th Only

Fifth

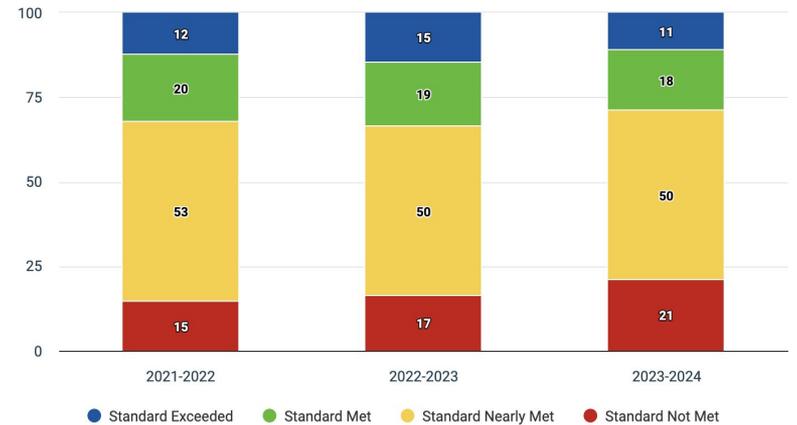
State Achievement: Science



2023-2024
 • Standard Exceeded: 113 (17%)
 • Standard Met: 122 (18%)
 • Standard Nearly Met: 293 (43%)
 • Standard Not Met: 153 (22%)

Eighth

State Achievement: Science

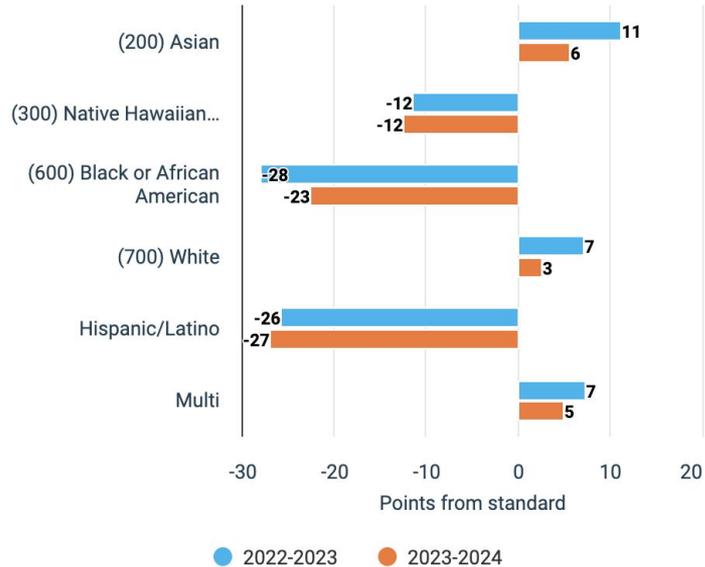


2023-2024
 • Standard Exceeded: 74 (11%)
 • Standard Met: 126 (18%)
 • Standard Nearly Met: 348 (50%)
 • Standard Not Met: 149 (21%)

Science

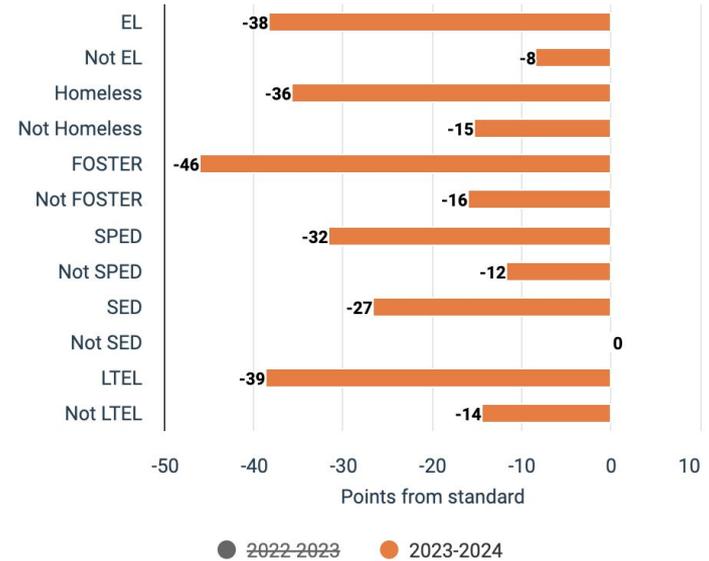
CAST distance from standard, by ethnicity - CA Dashboard

LEA Distance from standard for Continuously Enrolled Students



CAST distance from standard, by student group - CA Dashboard

LEA Distance from standard for Continuously Enrolled Students



SARC: Properly Credentialed Teachers

2023-2024	2024-2025
71.8% of teachers are fully credentialed in the are that they are assigned to teach.	Approximately 75% of teachers are fully credentialed
100% Facilities are in good repair	100% Facilities are in good repair
100% Student have access to instructional materials	100% Student have access to instructional materials

3.2 Tier 1: Professional Development

Professional Development	Time-frame
MTSS focus for administrators	Monthly meetings
Illustrative Mathematics	Contracted for four days to continue work in year 2.
California Reading and Literature Project (CRLP)	Train new teachers to the district. Train administrators, MTSS TOSAs and Reading Intervention teachers in leading Professional Learning Communities (PLC)
Conferences	CABE, MTSS, Learning and the Brain

3.2 Tier 1: Supports for school sites

Other Supports	Time-frame
McKinley Support	August Professional Development Day as well as work with SEL at the beginning of the year
Writing PLC	NOT Implemented for K-5
FOSS Support for K-5	Moved to work at middle school support for Science
Release time for planning	Ongoing planning time for sites.
STEAM TOSAS	Most sites have a STEAM teacher, McKinley was not able to hire someone

3.3 Tier 1: Standard Based Materials All Subject Areas

Online Applications	Newsela, Nearpod, Book Creator, BrainPop, Blocks, Learning A-Z, Read/Write for Chrome, Typing Club, Reflex and Frax and Khan Kids, and Heggerty
Middle School Math Pilot	Up for adoption from Board
Math Assessment	Did not continue this work with Mira Math as they moved to a different platform and cost was much higher.
Purchased additional materials	Additional Heggerty Kids and Systematic Instruction Phoneme Awareness Kits, and Benchmark Cards for new class

3.4 Tier 1: Instruction

Instruction	All students receive daily instruction in Language arts and Mathematics. Small group instruction to support differentiation Ongoing monitoring and student progress
iReady Diagnostics	Purchase of License for Diagnostic Assessment and Lessons for ELA only.
Literably License	Purchased Licensed for 1-3 grade levels to do Oral Reading Fluency Assessment
Additional materials for Bilingual Classrooms was purchased.	Purchased Decodable books for Bilingual Classrooms

3.5 Tier 1: Provide coaches to high priority school

CSI Schools	Goal for coaches:
Roosevelt	Five Coaching Cycles with Teacher Created Materials (TCM) Designate planning time for teachers at each site. Data Analysis and support for PLCs
Garfield	Small group instruction Extra Guest teacher to support teacher planning

3.5 Tier 1: Provide coaches to high priority school

CSI Schools	Goal for coaches:
Roosevelt	Coaching Cycles Designate planning time for teachers at each site. Data Analysis and support for PLCs
Garfield	Small group instruction

3.6 Tier 1: Provide lowering class size at high priority sites with support from Instructional assistant

Instructional assistants will support for K-5 only

CSI Schools	ATSI Sites
Roosevelt	Hoover
Garfield	Taft

QUESTIONS